ATTACHMENT III

Southeastern High School

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Southeastern High School – Dist. 576 State 03540	District Name and Code Detroit Public Schools 82010
Model for change to be implemented:	

School Mailing Address: **3030 Fairview Street** **Detroit, Michigan 48214**	
Contact for the School Improvement Grant: **Name: Gerald Craft** **Position: Principal** **Contact's Mailing Address: 3030 Fairview Street/ Detroit, Michigan 48214** **Telephone: 313-866-4500** **Fax: 313-449-4671** **Email address: gerald.craft@detroitk12.org**	
Principal (Printed Name): **Dr. Gerald E. Craft**	**Telephone:** **313-866-4500**
Signature of Principal: X	**Date:** **November 15, 2010**

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Southeastern High School's Comprehensive Needs Assessment was conducted in the spring of 2010. The assessment focused on student achievement data in the core content areas based on the MEAP, MME, the American Community Survey and the International Center's Learning Criteria to Support 21st Century Learners. The Learning Criteria is based on research conducted by the International Center and the Successful Practices Network with over 600 schools across the country. Assessments were derived through an analysis of student performance data; administration of student and staff surveys; classroom observations; and interviews with teachers, administrators, counselors, students, and parents.

Critical Indicators:

- Students at all grade levels and all sub-groups are significantly underperforming in core content areas. No sub-group has met AYP targets in the past three years.
- With 18% of the students meeting Proficiency or Above levels on the state examination, it is clear foundation learning is an area needing massive improvement. Additionally, 24% proficient in reading and 5% proficient in mathematics in grade 11 also signals a need for radical change in delivery of instruction and identifying learning expectations. This area of concern is evident in the MME results that follow.

ENGLISH LANGUAGE ARTS

ELA - Reading Component (24%)

The percentage of students at Levels 1 and 2 (Proficient or Above) gained 8% from 2008 to 2009 and was at 24% in 2009, which was 10% lower than the district and 36% lower than the state.

ELA - Writing Component (8%)

Although the percentage of students at Levels 1 and 2 (Proficient or Above) gained 3% from 2008 to 2009 and was at 8% in 2009, which was 11% lower than the district and 35% lower than the state.

Total ELA (11%)

The percentage of students at Levels 1 and 2 (Proficient or Above) gained 2% from 2008 to 2009 and was at 11% in 2009, which was 15% lower than the district and 41% lower than the state.

MATHEMATICS (29%)

The percent of Southeastern High School students at Levels 1 & 2 (Proficient or Above) gained 1% from 2008 to 2009 and was at 5% in 2009, which was 11% lower than the district and 444% lower than the state. One student at Southeastern High School achieved Level 1 (Advanced) performance on the Grade 11 Mathematics MME in 2009.

- Dropout, attendance, and graduation rates were also examined as indicators of student engagement. Although Southeastern High School's 4-year dropout rate fell 6.66% from 2007 to 2008, in 2008, Southeastern's 4-year cohort dropout rate (15.83%) was 1.64% higher than the state and 11.25% lower than the district. However, from 2007 to 2008, the gap with the state narrowed 5.76% and the gap with the district widened 3.75%.Southeastern High School's attendance rate averaged only 69% in 2006-07 and 2008-09 and was 69.4% for 2008-09, which was 13.6% lower than the district and 24.9% lower than the state. The school's 4-year cohort graduation rate rose 14.54% from 2007 to 2008. In 2008, Southeastern High's 4-year cohort graduation rate (77.62%) was 2.12% higher than the state and 19.40% higher than the district. Southeastern had 193 more graduates in 2008 than in 2007. All reported subgroups had a graduation rate increase from 2007 to 2008.

- The American Community Survey, a yearly survey that provides economic, social, demographic and housing information for the nation, revealed that almost one in five Michigan children lives in poverty, but in Detroit nearly half the children are poor.

- Most students expressed the desire to engage in postsecondary education but felt that they received little assistance from counselors

- An observation of 25 classrooms revealed that the level of student engagement was low. Some of the most engaging lessons allowed students to think in complex ways, but few lessons involved the application of knowledge and skills.

- There was an absence of a consistent instructional delivery model, small group or independent study activities were not observed.

- A dichotomy exists between teachers' and students' perceptions regarding effectiveness of classroom instruction in promoting student engagement in meaningful learning. A comparison of the *We Learn*— Student Survey and the *We Teach* – Instructional Staff Survey reveals:

    - 93% of teachers believe their instruction is student centered; 48% of students expressed this view.
    - 87% of teachers encourage students to create original solutions to complex problems; 52% of students find this to be true.

- 87% of classroom teachers indicated that students in their classes engage in hands-on activities; only 32% of students indicated that they do lots of hands-on activities in classes.
- 86% of teachers feel they make learning exciting for their students whereas 31% of students think teachers make learning fun.

- There is certainly a need for more challenging, high-level, rigorous instruction at Southeastern High School, especially in honors and advanced courses, as well as dual-enrollment courses. Several students interviewed felt unchallenged, in fact bored, in their classes. They felt some teachers were unprepared because they "do the same old thing every day." Student boredom was also apparent in the number of students cutting classes on a daily basis. It is likely that if lessons were more interesting and student centered, attendance would improve.

- We Lead survey results indicate that only 37% of teachers believe that school administration clearly communicates the goals of the school to staff and 34% of teachers say they understand the mission and vision of the school. On the We Teach survey, only 40% of teachers believe they have adequate opportunity to contribute to school wide decisions, while only 32% of students feel they have a voice in school wide decisions, according to the We Learn survey.

- Currently there is no evidence that decisions about programs and instructional practices at Southeastern High School are based on data. Absence of effective instructional practices in many classrooms and lack of a system of collecting and analyzing student data on a regular basis support are evidence of the problem. No common planning time exists to discuss pacing and sequencing of instruction, nor is there any real department leadership to organize agendas for discussion of instructional practices. Teachers post neither student achievement results nor school wide data in their classrooms that would give students a sense of urgency related to improving their understanding of the content and curriculum.

- There is little evidence that supports development of systems and practices to empower nontraditional leadership roles. In the course of the reconstitution of schools in Detroit, this is a difficult area to manage, specifically because all departmental lead teachers were cut out of the budget and there is no organized instructional oversight by anyone other than the principal and his team.

- The absence of a mission statement that embodies high learning expectations means there is an absence of consistent standards for student learning at Southeastern High School. In far too many classes, learning experiences do not allow students to become actively engaged in tasks that lead directly to learning that is rigorous, relevant, of transferable to real-life experiences. No common instructional design or model exists that teachers use to develop sustainable routines for bell-to-bell instruction from class to class.

- After several classroom visits, it was clear that lessons with high levels of rigor were exceptions, not the rule. There were potentially good classes that were taught at surprisingly low levels. Many students lacked an understanding of the purpose of instruction because it simply was not made clear by the teacher at the beginning of the lesson. There was an

abundance of working out of textbooks and answering questions. Little or no small-group work was initiated as a means of differentiating instruction and providing independent learning opportunities for students who had an understanding of the content. Little student work was displayed in classrooms.

- After several observations, it appeared that most instruction was teacher centered rather than student centered. While students for the most part were well behaved, they were not challenged to express what they knew in several classes. Many questions were left unanswered because many teachers were more concerned about completing the lesson than clarifying the understanding of their students.

- It is clear that Southeastern High School needs to be organized around the needs of students. While this might have been difficult at the beginning of the school year, it is now time to utilize available data to determine if students were even properly placed in the classes that they need to meet graduation requirements. There is a need for structures to be put in place around student literacy and developing a school improvement plan that outlines measurable goals, and strategies to meet those goals, around a literacy initiative. Teachers need to become familiar with one another and with their students. It was evident through teacher and student interviews that relationships between teachers and students outside the classroom are limited. It was also evident that teachers did not have structures in place to engage each other on a personal or professional level.

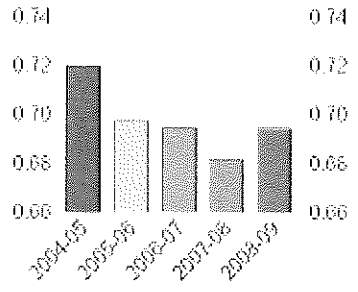
- Working with the school-community liaison is important to engage parents in the life of the school and plan meaningful work for them when they come into the school to volunteer their time. A plan for special programs and structures is needed to ensure successful transition of students into and out of high school.

- The school leadership at Southeastern High School recognizes the need for change in processes and procedures related to monitoring and improving student- and teacher-support systems. Unless support systems are put in place to have high accountability of staff, and higher expectations for students, the trajectory of academic achievement will remain on a downward spiral. In the absence of a data-driven, school wide intervention system for struggling students, many students will fall through the cracks. With a relatively new faculty and staff there needs to be serious discussions about the roles of social workers, school security officers, parents, and the community liaison. Counselors need strategies to manage their caseloads and to develop strategies to meet the needs of students. All available resources must be utilized in order to prepare all students for college and the world of work.

- In order for Southeastern High School to become a high-performing school, the entire faculty and staff must become a team that regularly identifies what is working and improves upon it, and what is not working and eliminates it. Researched-based practice must be used to improve the academic achievement of all students. There is little evidence to suggest that Southeastern High School is actively researching and using best practices on a regular basis, or that it has developed a working plan for ongoing professional staff development.

A complete copy of the International Center's Learning Criteria to Support 21st Century Learners is located in Appendix 1. Following are tables of the student achievement data, attendance and other pertinent information.

Attendance History							Attendance Trend
		2004-05	2005-06	2006-07	2007-08	2008-09	
Total Count		72.0%	69.6%	69.5%	68.2%	69.4%	
Grade	09	74.3%	69.4%	73.0%	70.2%	70.4%	
	10	70.9%	70.4%	67.2%	63.0%	65.8%	
	11	71.4%	71.6%	71.7%	69.0%	72.9%	
	12	49.5%	67.9%	65.3%	71.5%	70.0%	



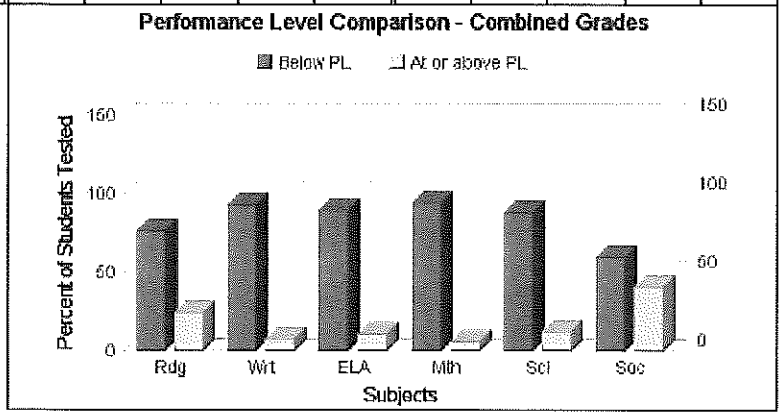
Sub Group Attendance History						
	Gender	2004-05	2005-06	2006-07	2007-08	2008-09
	Male	71.8%	69.5%	71.8%	71.8%	71.8%
	Female	72.2%	70.0%	72.2%	72.2%	72.2%
	Ethnicity					
(1)	American Indian/Alaskan Native	60.5%	61.6%	60.5%	60.5%	60.5%
(2)	Asian/Pacific Islander		37.1%			
(3)	Black, Not of Hispanic Origin	72.1%	69.8%	72.1%	72.1%	72.1%
(4)	Hispanic	93.4%	83.1%	93.4%	93.4%	93.4%
(5)	White, Not of Hispanic Origin	58.4%	82.6%	58.4%	58.4%	58.4%
	Special Groups					
	Students with Disabilities	65.6%	64.3%	65.6%	65.6%	65.6%
	Limited English Proficient/Bilingual					
	Economically Disadvantaged	71.8%	69.0%	71.8%	71.8%	71.8%

MEAP/MME 2008-09

Grade	Reading					Writing					English Language Arts (ELA)				
	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1
09		0%	0%	0%	0%		0%	0%	0%	0%		0%	0%	0%	0%
11	319	39%	37%	24%	0%	332	27%	65%	8%	0%	319	32%	57%	11%	0%
Combined	319	39%	37%	24%	0%	332	27%	65%	8%	0%	319	32%	57%	11%	0%
Grade	Mathematics					Science					Social Studies				
	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1
09		0%	0%	0%	0%		0%	0%	0%	0%	461	15%	48%	33%	5%
11	312	83%	12%	5%	0%	313	71%	17%	12%	0%	313	31%	24%	41%	4%
Combined	312	83%	12%	5%	0%	313	71%	17%	12%	0%	774	21%	38%	36%	5%

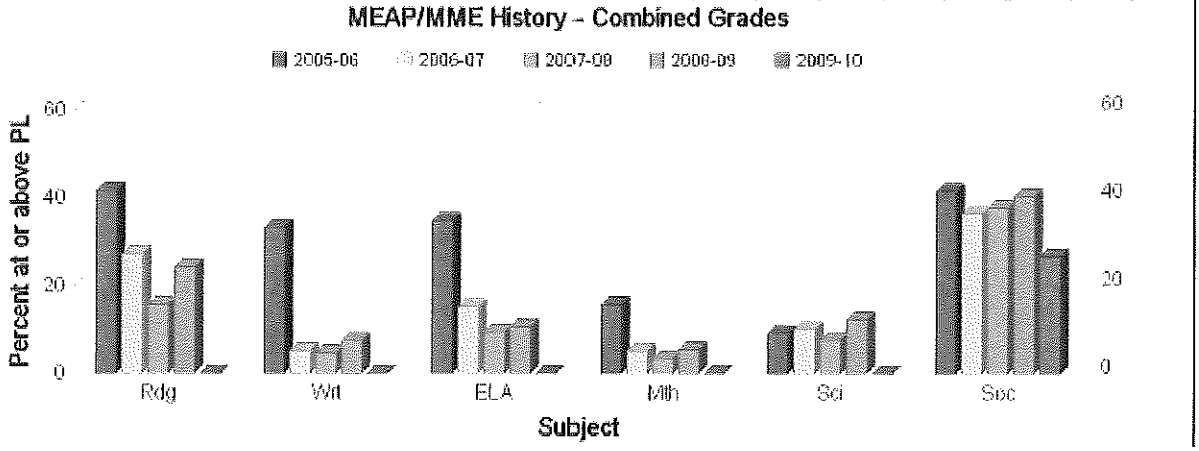
The chart to the right compares the percentage of students who tested in each subject and met or exceeded Michigan performance level standards versus the percentage of students who tested in each subject and did not meet Michigan performance level standards. The combined grade data shown in the above tables were used to create the chart. Level 1 and Level 2 are considered meeting or exceeding Michigan performance levels. Levels 3 and Level 4 are below Michigan performance level standards.

Note: In 2009-10 school year Writing and English Language Arts (ELA) were not scored by the Michigan Department of Education and were reported to schools as zero.



MEAP/MME History - Combined Grades

School Year	Reading			Writing			ELA			Mathematics			Science			Social Studies		
	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL
2005-06	117	41.9%	49	114	33.3%	38	112	34.8%	39	109	15.6%	17	111	9.0%	10	727	41.4%	301
2006-07	230	27.4%	63	221	5.0%	11	221	14.9%	33	229	5.2%	12	228	10.1%	23	889	36.4%	324
2007-08	263	15.6%	41	259	4.6%	12	254	9.4%	24	262	3.4%	9	261	7.7%	20	785	37.7%	296
2008-09	319	24.1%	77	332	7.5%	25	319	10.7%	34	312	5.4%	17	313	12.1%	38	774	40.4%	313
2009-10		0.0%									0.0%			0.0%		334	26.6%	89

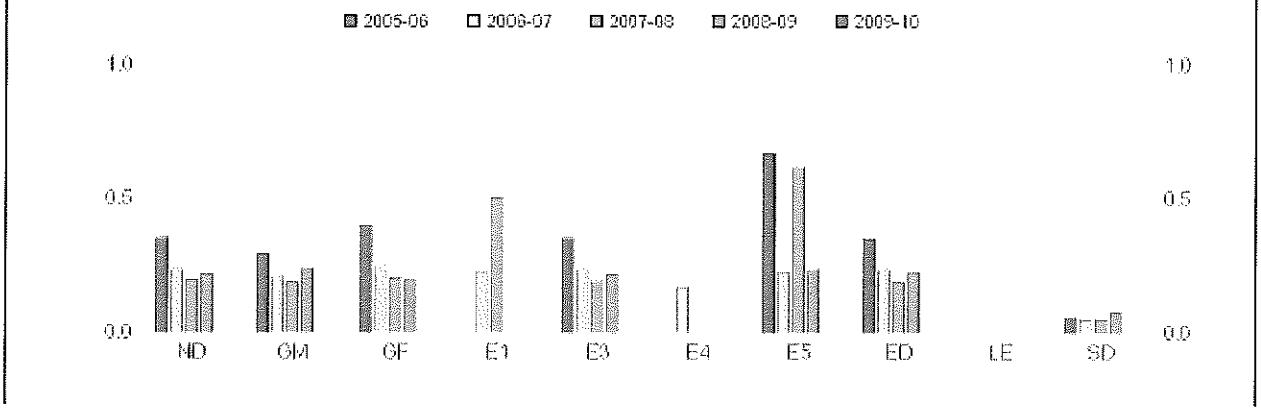


MME 2008-09 Performance by Sub-Group (Percentage of Students Tested Who Met or Exceeded Michigan Performance Level Standards)						
	Reading	Writing	ELA	Math	Science	Soc Stu
All Students	24.1%	7.5%	10.7%	5.4%	12.1%	40.4%
Gender						
Male	23.7%	7.9%	11.0%	8.6%	14.4%	41.9%
Female	24.4%	7.3%	10.4%	3.6%	10.8%	39.2%
Ethnicity						
(1) American Indian/Alaskan Native						
(2) Asian/Pacific Islander						
(3) Black, Not of Hispanic Origin	24.1%	7.6%	10.8%	5.5%	12.3%	40.4%
(4) Hispanic						
(5) White, Not of Hispanic Origin						
Special Groups						
Students with Disabilities	4.0%		4.0%		3.7%	15.5%
Limited English Proficient/Bilingual						
Economically Disadvantaged	24.3%	7.3%	11.0%	5.8%	12.4%	41.9%

(Not reported if there are less than 10 students in a sub-group)

MME Performance History by Sub-Group (Percentage of Students Tested Who Met or Exceeded Michigan Performance Level Standards)					
	2005-06	2006-07	2007-08	2008-09	2009-10
All Students	35.2%	23.1%	19.3%	21.3%	
Gender					
Male	29.3%	20.5%	18.4%	23.7%	
Female	40.0%	24.8%	20.0%	19.6%	
Ethnicity					
(1) American Indian/Alaskan Native		22.2%	50.0%		
(2) Asian/Pacific Islander					
(3) Black, Not of Hispanic Origin	35.1%	23.2%	19.0%	21.3%	
(4) Hispanic		16.7%			
(5) White, Not of Hispanic Origin	66.7%	22.2%	61.5%	23.1%	
Special Groups					
Students with Disabilities	5.6%	4.7%	4.4%	7.4%	
Limited English Proficient/Bilingual					
Economically Disadvantaged	34.5%	23.1%	18.7%	22.2%	

Five Year MEAP Performance by Sub-Group

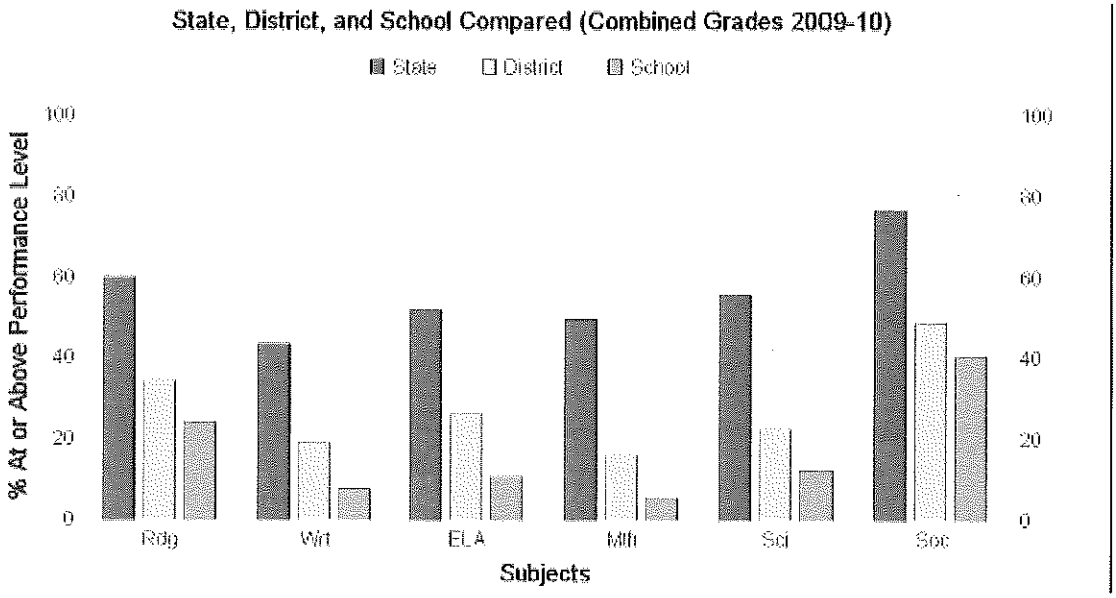


ND = All Students
GM = Male
GF = Female
E1 = American Indian/Alaskan Native
E2 = Asian/Pacific Islander
E3 = Black, Not of Hispanic Origin
E4 = Hispanic
E5 = White, Not of Hispanic Origin
ED = Economically Disadvantaged
LE = Limited English Proficient/Bilingual
SD = Students with Disabilities

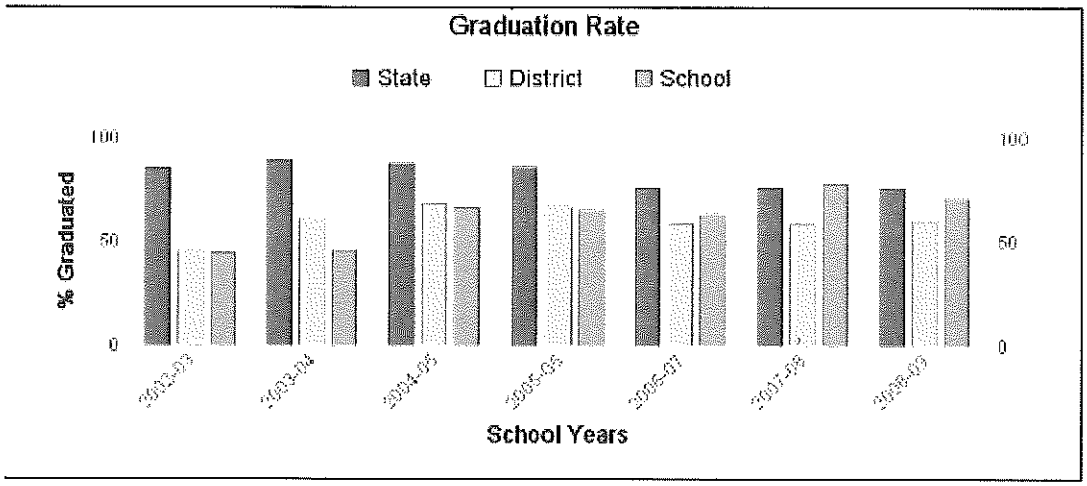
State, District, School Compared on MEAP/MME 2008-09												
Grade	Reading				Writing				English Language Arts (ELA)			
	State	District	School	Result	State	District	School	Result	State	District	School	Result
09												
11	60.0%	34.4%	24.1%		43.0%	19.1%	7.5%		62.0%	52.0%	10.7%	
Combined	60.0%	34.4%	24.1%		43.0%	19.1%	7.5%		62.0%	26.4%	10.7%	

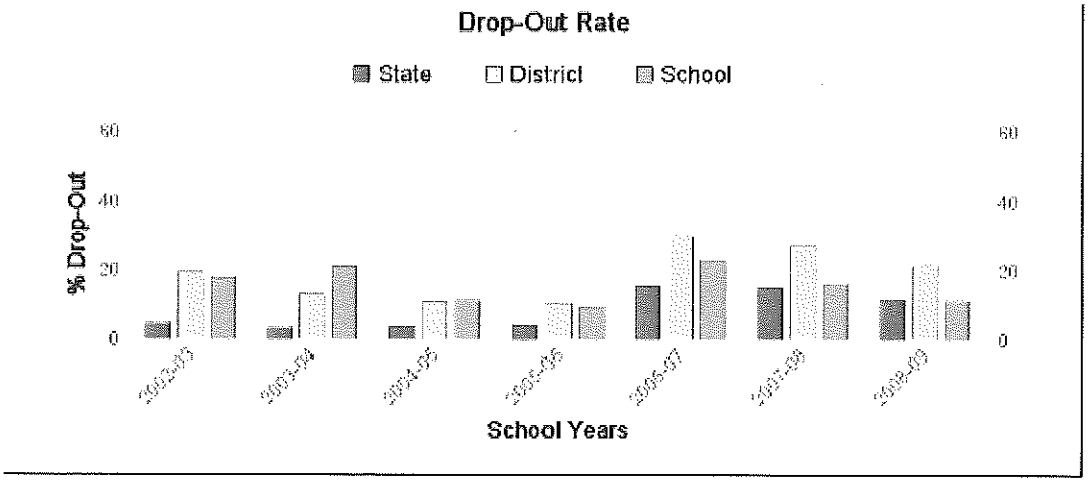
Grade	Mathematics				Science				Social Studies			
	State	District	School	Result	State	District	School	Result	State	District	School	Result
09									72.4%	44.5%	37.3%	
11	49.0%	16.2%	5.4%		55.0%	22.4%	12.1%		81.0%	55.0%	45.0%	
Combined	49.0%	16.2%	5.4%		55.0%	22.4%	12.1%		76.4%	48.5%	40.4%	

School Performance Level Percentage Higher than State School Performance Level Percentage Higher than District



Graduation and Drop-Out Rates						
School Year	Graduation Rate			Drop-Out Rate		
	State	District	School	State	District	School
2008-09	75.2%	59.7%	70.5%	11.3%	21.1%	10.8%
2007-08	75.5%	58.2%	77.6%	14.9%	27.1%	15.8%
2006-07	75.5%	58.4%	63.1%	15.1%	30.0%	22.6%
2005-06	85.8%	66.9%	64.6%	3.8%	10.0%	9.1%
2004-05	87.7%	67.9%	66.0%	3.3%	10.7%	11.1%
2003-04	88.7%	60.9%	45.4%	3.0%	12.7%	20.9%
2002-03	84.8%	44.5%	44.0%	4.1%	19.2%	17.5%





2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☒ General Funds ☐ Title I Part A ☒ Title I Schoolwide ☐ Title I Part C ☐ Title I Part D	☒ Title I School Improvement (ISI)	☐ Title II Part A ☐ Title II Part D ☐ USAC - Technology	☐ Title III
☐ Title IV Part A ☐ Title V Parts A-C	☐ Section 31 a ☐ Section 32 e ☐ Section 41	☐ Head Start ☐ Even Start ☐ Early Reading First	☒ Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Dr. Gerald E. Craft was appointed as principal of Southeastern High School of Technology August 15, 2009. The International of Center for Leadership in Education (ICLE) was selected as the school academic partner. During the 2009-2010 school year, a Leadership Team comprised of administrators, lead teachers, parents and community partners developed a Strategic Plan. The plan focused on improving school leadership and teacher effectiveness, data-driven decision making and establishing professional learning communities to provide a rigorous and relevant curriculum.

As a Priority school, the district allowed the principal to select all new staff for the 2009 – 2010 school year. At the beginning of this school year, teachers were required to reapply for their jobs and the principal was allowed to replace up to 50% of the staff. Utilizing this turnaround model will allow Southeastern High School to build capacity and change conditions that dramatically impact student achievement.

The Detroit Public Schools (DPS) and Southeastern High School (SEHS) are committed to making immediate and targeted change that significantly improves student achievement at the school. Efforts have been made to collaborate with community and school stakeholders to develop and finalize the Southeastern Turnaround Intervention Plan that included:

- DPS conducted a community awareness campaign to inform stakeholders of SEHS desire to apply for School Improvement Grant Funding using the Turnaround Model
- School and district leadership committed to the Turnaround model and is currently in the process of re-evaluating teachers
- Replace 50% of instructional staff prior to the start of the year. All staff were interviewed. Staff had to sign an agreement committing to the expectations and requirements of the Turnaround at Southeastern High School.
- Shared information on the requirements of the Turnaround model with staff at a faculty meeting in July
- Convened the leadership team and school community members to determine most urgent needs and the turnaround strategies to address those needs.

- Developed and submitted a three year Turnaround Plan that addresses strategies to improve:
    i. Teacher and School Leader Effectiveness
    ii. Comprehensive Instructional Reform Strategies
    iii. Extended Learning Time and Creating Community-Oriented Schools
    iv. Operating Flexibility and Sustained Support
- Detroit Public Schools and School Leadership sent a detailed description of the Turnaround Intervention Plan (TIP) to inform school stakeholders of efforts to improve school climate and student achievement

2. Explain the school's ability to support systemic change required by the model selected.

The District is currently working to create the Office of Priority Schools to provide central office support and direction. The District is providing support for systemic change by:

Providing operational flexibility (staffing, calendars/time/budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates by implementing through

Shared Decision Making

The District in collaboration with the DFT, negotiated a shared decision-making process as a part of the Collective Bargaining Agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components of the school's reform model. In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making Committee was established. The committee accepts applications from schools who wish to enter into a shared decision- making model. The school's eligible staff votes to ensure buy-in from staff. The Committee meets with the school to review and plan the areas for which shared decision-making will apply. *However, under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.* To aid with implementations and assure the model is meeting the needs and direction of school reform a school based leadership team will be establish and will consist of no more than 12 committee members, principal, assistant principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by consensus. The effectiveness of this process will be evaluated yearly by a tool jointly developed by the union and LEA. This level of school autonomy will allow each building to have more flexible work conditions to meet the building's individual need. Additionally, as a part of instructional reform, the category of Priority Schools was developed. Each school eligible for the School Improvement Grant is designated as a Priority School. The Priority Schools intend to offer a rigorous educational program which includes extended day/year and measurable expectations. As part of implementation of Priority Schools, the District and teacher's union (DFT) agreed to accommodate necessary and unusual requirements such as creative teaching methods; acceleration of improved

student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day and extended school year; and parental and community engagement.

During year 1, Southeastern's School Leadership Team will receive in-depth training provided by the partner provider and the District in developing a sophisticated understanding on how to engage in the shared decision making process and how to create structures and systems that support teaching and learning. The School Leadership Team will meet to determine how Title funds and other dollars will be used to support our implementation plan. The SLT will meet weekly to monitor implementation and make appropriate modifications to our plan. The SLT will convene to make decisions about staffing needs and hiring and retention decisions.

Implementing strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions and provide additional to attract and retain staff by:

School Based-Performance Pay

Additionally, to further the connection between academic achievement and school performance, a school-based performance bonus will be offered to participating schools. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act. The School Leadership Team and building administration will meet annually to develop the application for consideration complete with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified criteria for consideration, and clearly defined objectives for the school year. The bonus packages will be distributed to the schools either by (1) utilizing the District's predetermined cash distribution matrix or (2) the School Leadership Team will determine an alternative. Schools selected to participate in the school-based performance program will be subject to an annual review of predetermined criteria using supportive evidence and data for each school. A data-based rationale must be provided if a school is not renewed for participation in the following year, unless the non-renewal is due to a lack of available funding.

Provisions under the Priority School Agreement (Flexible Work Conditions)

Per the agreement between the District and Priority School staff, Southeastern High School will:

- Extended school day at least three hours per week
- Participate in the Shared Decision-Making process by appointing a School Leadership Team
- Hire staff based on a selective application process
- Retain staff based upon performance, not seniority
- Participate in mandatory prescriptive and prescribed professional development offered during the school day, after school, Saturdays and during the summer

During the year 1, International Center for Leadership in Education and the District will provide Southeastern's School Leadership Team in-depth training around the shared decision making process; how to create structures and systems require to support teaching and learning; and how to maximize flexible operational opportunities provided through the DPS and DFT negotiated contracts.

During the second semester 2011, International Center for Leadership in Education in collaboration with the Southeastern Leadership Team will develop a marketing plan to attract experienced, effective teachers to Southeastern High School. A signing bonus will be a part of this plan. During the first year, Performance Incentives will be offered to reward and retain individuals meeting effective teaching standards established by the District and the Leadership Team.

Other Related Requirements

Use evaluation systems that take into significant account data on student growth as well as other factors. Evaluation systems are designed with teacher and principal involvement.

The District with teacher and principal involvement has developed a new Teacher Evaluation tool and process that: 1) creates a shared vision of good instruction; 2) provides meaningful feedback to teachers that support the refinement of instructional practices; 3) provides data that drives the design and development of individualized and a comprehensive professional development plan; 4) creates a system of reciprocal accountability; 5) includes both qualitative and quantitative data; and 6) ties academic and non-academic performance measures (student performance growth measures) to teacher performance.

During the first year, Southeastern High School will pilot the new system. First semester, training will be provided to principals and teachers. Second semester the new evaluation system will be implemented along with continued training. Year 2, the new system will be fully implemented.

Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes

The DPS and DFT negotiated contract delineates within the Priority Schools Agreement, School-based Performance Bonuses and the Teacher/Leadership Evaluation Tool and Processes the mechanisms for rewarding school leaders, teachers and other staff who have increased student achievement and removal of leaders and staff who have not met these criteria.

During the first year the Southeastern High School's Leadership Team and staff will be provided training around elements of the negotiated agreements. The district and International

Center for Leadership in Education will provide training for the School Leadership Team to support understanding of effective teacher core competencies and understanding what good instruction looks like. During the first year the Teacher Evaluation Tools and Process will used to begin to identify staff members who do not meet Priority School expectations and requirements.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Students at all grade levels and all sub-groups are significantly underperforming in reading and mathematics. No sub-group has met AYP targets in the past three years.

The data indicate that 24% of students are proficient in reading and 5% proficient in mathematics in grade 11. This area of concern is evident in the MME results that follow.

ENGLISH LANGUAGE ARTS

ELA - Reading Component (24%)

The percentage of students at Levels 1 and 2 (Proficient or Above) gained 8% from 2008 to 2009 and was at 24% in 2009, which was 10% lower than the district and 36% lower than the state.

ELA - Writing Component (8%)

Although the percentage of students at Levels 1 and 2 (Proficient or Above) gained 3% from 2008 to 2009 and was at 8% in 2009, which was 11% lower than the district and 35% lower than the state.

Total ELA (11%)

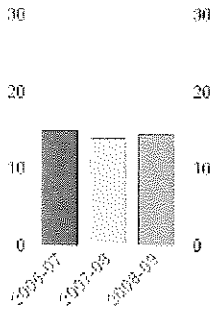
The percentage of students at Levels 1 and 2 (Proficient or Above) gained 2% from 2008 to 2009 and was at 11% in 2009, which was 15% lower than the district and 41% lower than the state.

MATHEMATICS (29%)

The percent of Southeastern High School students at Levels 1 & 2 (Proficient or Above) gained 1% from 2008 to 2009 and was at 5% in 2009, which was 11% lower than the district and 44% lower than the state. One student at Southeastern High School achieved Level 1 (Advanced) performance on the Grade 11 Mathematics MME in 2009.

Refer to the table that follows.

MME-ACT History										
School Year	Grade	Number Tested	English	Math	Reading	Science	English Writing	Writing	Combined	Average Combined ACT Score
2006-07	11	239	13.63	15.15	14.65	15.22	13.09	5.06	14.79	
2007-08	11	275	11.75	14.63	13.49	14.97	12.14	5.48	13.80	
2008-09	11	334	12.64	15.00	14.15	15.00	12.94	5.68	14.28	



4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn. Promote the continuous us of individual student data (formative, interim, and summative) to inform and differentiate to meet individual student needs.

Southeastern is committed to using data and scientifically based research to guide tiered instruction for all students. The District provides qualitative and quantitative data to support Southeastern's use of data including the Teacher Evaluation Tool and Process, School Walk Through, benchmark and state assessments. Non-Academic data are available through the Student Information System such as attendance for teachers and students, and suspensions. The District also provides organizational tools through the Learning Village, test item analysis, disaggregated data by standards and performance indicators. The District further supports the use of data to determine student interventions and teacher professional development needs.

Southeastern will use the District curriculum is which is aligned to the State standards to create student standards that include exemplars of student work, rubrics and criteria for proficiency on assessment items. The International Center for Leadership in Education, Data Specialist, Data Team, and grade and cross grade level team meetings will meet regularly to review data. This data will be tied to decisions about student interventions i.e., RTI models, tutoring, after school interventions, and differentiating instruction. This data will also be tied to decisions about teacher professional learning needs.

Grade level and content level teams will use the Content Literacy Continuum, a research-based program designed to improve student literacy, to develop course maps with the core essential ideas (i.e., big picture) and real world applications for all courses during the summer 2011. Using the CLC Frameworks, the grade level and cross grade level teams will also develop unit

maps and lesson maps which will be are used in a dynamic process to help students co-construct the curriculum and ensure that students can address the course questions and internalize the essential vocabulary upon course completion. This development work will begin during the summer 2011 and continue during weekly common planning time meetings and weekly staff meetings.

In addition, a formative and summative assessment plan will be developed by the Data and Assessment Teams so that assessment of student learning will align itself with the curriculum so that students' progress is measured by what is taught. The Assessment plan will include Benchmark data, review of student work, short cycle assessments, grade distribution reports as well as MEAP/MME.

This real time data will be used to differentiate instruction through tiered lessons. Tomlinson (1999) refers to tiered lessons as the "meat and potatoes" of differentiation of instruction. Teachers will use the data gathered in assessment to determine the number of tiers and range of ability levels in our classes. Key concepts will then be presented allowing several pathways for students based on our students' interests, readiness levels and learning profiles.

In addition to tiered instruction within the classroom, opportunities for accelerating instruction for those students who need support and providing advance coursework to prepare our students for college and the workforce is essential. "Students are more likely to stay in school (Achambault, Janosz, Morizot and Pagani, 2009) and perform at high levels (Cole, Kennedy, & Ben-Avie, 2009) if they are engaged with a challenging curriculum that helps them develop the college- and career-ready skills they need to succeed after high school." Following is a summary of extended learning opportunities we will offer for students at all levels:

Summary of Extended Learning Opportunities

Program	Sub Group Served	Subject	Frequency
Extended Day	Students Needing Credit Recovery	All Core Subject Areas	Two Courses Per Semester 3:30 p.m. to 7:30 p.m.
Second Chance Academy	Students Needing Credit Recovery Grades 9-12	All Core Subject Areas 2 Core Subjects Independent Study Friday Elective Class	3:30 p.m. to 8:30 p.m.
Online Courses	Grades 9-12 All sub groups	All Core Subject Areas and Electives	Daily - 24 hour access
Double Dosing	9th Grade Students Needing Additional Support	English and Mathematics	Daily During Day
AP Courses	Grades 11-12 Advanced Students	All Core Subjects	Daily During Day
STEM – Science, Technology, Engineering and Mathematics	Grades 11-12 Advance Students	Advance Science and Mathematics- Robotics, CAD, Animation, Web Designing, Computer Science	Daily During Day
Dual Enrollment	Grades 10-12 Advanced Students	Core Subjects	During School
Summer School	Grades 9-12 All Students	All Core Subject Areas	6 weeks up to 3 courses
Summer High School Transition Academy	Grade 8	All Core Subject Areas	6 weeks – 4 courses

SEHS is committed to utilizing current research based instructional programs. The International Center's Rigor/Relevance Framework and the Content Literacy Continuum developed by the University Kansas are two scientifically based instructional programs that have proven to increase student engagement and academic achievement. SEHS will use the teacher effectiveness team to assess the needs of the special education program and advance the work to implement specific inclusion and co-teaching strategies to improve student achievement.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

SEHS will provide time for collaboration and develop a schedule for collaboration that promotes collaboration. The school schedule will be organized so grade level and content level teams will be able to collaborate during the school day. This will also provide opportunities for instructional coaches to meet the teams for real time coaching using student work and observations. In addition extended days of three hours per week will enable teachers time to meet for two to three hour blocks of time to collaborate, plan and develop lessons, use test data, review student work and receive professional development on best practices.

Core content area coaches will work with teacher teams to implement professional learning communities by clearly articulating expectations and parameters. Common planning time and collaborative opportunities will be used to drive student achievement. Parameters will map time allotted to objectives that include discussion and action on:

- Curriculum changes
- Development of effective lessons
- Selection of appropriate instruction
- Differentiation of instruction and activities for each student
- Development and use of formative, interim and summative assessment

Following is a proposed schedule of collaboration:

Proposed Collaboration Schedule for Vertical and Horizontal -

Grade and Team Level Meetings

Teams	Schedule	Time
Grade Level Teams	Wednesday Extended Staff Meeting Every 1st Wednesday	3:30 p.m. – 5:30 p.m.
Cross Grade Level Teams	Every Third Friday	During School Day – Common Planning Time
School Leadership Team, School Improvement Teams, Data Team, Teacher Effectiveness Team	Wednesday Extended Staff Every Fourth Wednesday	3:30 p.m. – 5:30 p.m.
Individual and Common Planning Teams Real – Time Professional Development with Coaches	One Day Per Week In Classroom	During School Day In Classroom

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts. Provide mechanisms for family and community engagement.

SEHS will partner and work collaboratively with the Wayne County Prosecutor's Office which has teamed up to launch the first two DPS Teen Courts, where students will serve as jurors at Southeastern High School. The agencies are also partnering on the new Safe Schools Project pilot program, where five assistant prosecutors are assigned to work collaboratively at Detroit and out-county high schools to address issues of safety, truancy and school violence.

The Teen Court program is a juvenile diversion program created for juveniles who have no previous juvenile court record and who become involved in minor violations of the law. Classrooms at Southeastern have been transformed to resemble real courtrooms, where offenders, between the ages of 11 and 16, who commit certain specified minor misdemeanors,

and who are willing to admit responsibility at the outset, will appear before a jury of high school teenager peers.
The new Safe Schools Project is a collaboration between the Wayne County Prosecutor's Office, DPS and out-county schools to address issues related to school violence. Some components of the program include working with schools to establish anti-bullying hotlines, determining if there are unregistered sex offenders within the safe school zone and following up with police, identifying abandoned and neglected houses near schools and notifying municipalities, creating teen courts and more. Students in the 10th, 11th & 12th grade at Southeastern High are scheduled in the Basic Law Class, which is a Social Studies course, which is where the Teen Court is implemented in this course.

SEHS's new partnership with Wayne County Prosecutor's Office is instrumental in the establishment of a SEHS themed school: Southeastern High School of Technology and Law.

SEHS will provide ongoing mechanisms for family and community engagement through Communities in Schools (CIS). CIS will:

- Develop parent/community partnerships to support Turnaround Interventions
- Increase parent and community participation in school-wide decision and events
- Increase parent and community awareness of the impact of poverty on student achievement
- Provide parents and community members with strategies to reverse the impact of poverty on student achievement
- Leverage business and community partnerships to secure additional financial resources that support Turnaround Interventions
- Develop a Community Outreach action plan to bring agencies and resources to SEHS. Agencies include:
    - Workforce Development
    - Department of Health
    - Dental/Medical services
    - Wayne County Neighborhood Legal services
- Higher Education Opportunity Collaboration

Additionally, CIS will implement the outreach program by providing physical space at SEHS that will house each community agency. A schedule will be developed to coordinate the days of the week and times that these community agencies will be available to support student needs.

A concerted effort will be made to partner with colleges and universities to provide students at SEHS with the opportunity to take college courses. Activities will be coordinated by CIS through the Higher Education Opportunity Collaboration.

To ensure ongoing mechanisms for family and community engagement the Southeastern School Leadership Team will include parents, community leaders and business partners.

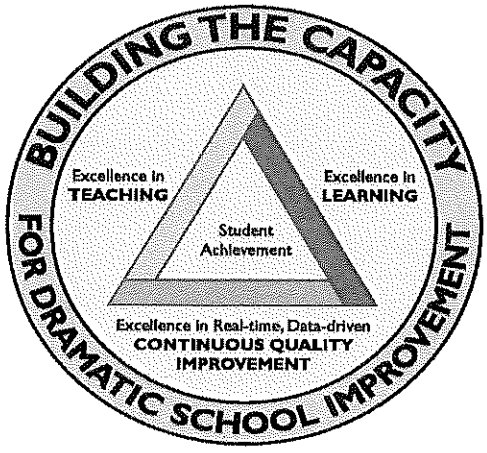
SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Southeastern High School (SEHS) is dedicated to adopting a turnaround model that will significantly improve student achievement in a two-year period. Our model is based on the Mass Insight Education & Research Institute's research. Mass Insight Education & Research Institute, founded in 1997, is an independent non-profit that organizes public schools, higher education, business, and state government to significantly improve student achievement, with a focus on closing achievement gaps. Mass Insight's education reform strategies are defined by two convictions: that change at scale depends on the practical integration of research, policy, and practice; and that only dramatic and comprehensive change in high-poverty schools will produce significant achievement gains.

In a report published by Mass Insight, the "Turn Around Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools", research revealed "nine strategies that turn around the daily turbulence and challenges of high poverty settings into design factors that increase the effectiveness with which these schools promote learning and achievement." These nine factors provide a framework for Southeastern High School's Turnaround Model.

SOUTHEASTERN HIGH SCHOOL'S
TURNAROUND SCHOOL FRAMEWORK*



*Adapted from Mass Insight 2007

Excellence in Teaching. This includes shared responsibility for achievement, personalization of instruction and professional teaching culture.

Excellence in Learning. This includes safety, discipline and student engagement; action against adversity; and close student-adult relationships.

Excellence in Real time, Data driven Continuous Quality Improvement. This includes resource authority, resource ingenuity and agility in the face of turbulence.

These factors, if implemented with fidelity, have been proven to dramatically increase student achievement within a two year period.

Southeastern High School of Technology and Law Turnaround Model goals at their core are undergirded by our Turnaround Framework. The goals are as follows:

1. Adopt a new governance structure which will include vertical and horizontal teams that utilize data to inform instruction.
2. Implement comprehensive instructional reform that is research-based including differentiation of instruction, Content Literacy Continuum, Rigor and Relevance Framework and Integration of Technology
3. Develop teacher and school leader effectiveness to dramatically improve academic achievement of all students
4. Personalize instruction based on diagnostic assessment and flexible time-on-task
5. Provide Pathways to Success
6. Improve Student Performance in Core Content

Goal 1: Adopt a new governance structure which will include vertical and horizontal teams that utilize data to inform instruction.

- Appoint a Turnaround School Coordinator who will facilitate the planning and implementation of all turnaround activities
- Establish vertical and horizontal teams (i.e., grade level and content area teams) that will review data to inform instruction and make adjustments in instructional delivery to meet the needs of all students.
- Professional Learning Communities will develop and implement common lesson plans, content rubrics, common assessments using standardized testing format. An Instructional Specialist for Reading, English Language Arts, Science, Social Studies and Mathematics will coordinate and monitor this activity.
- The Principal and School Leaderships Team will monitor and evaluate the effectiveness of the turnaround activities
- The Principal and School Leadership Team will facilitate the collaboration and shared responsibility for school improvement
- Appoint a Turnaround School Coordinator to facilitate the implementation of the plan
- Appoint four Assistant Principals of Professional Learning Communities to facilitate the development and implementation of common lesson plans, content rubrics, common assessments using standardized testing format. To work with the Teacher Effectiveness Committee and evaluate teachers using the Teacher Evaluation Tool and Process. Tie professional development to student achievement and evaluation.
- Appoint a Data Specialist to institute a system for measuring changes in school and instructional effectiveness. The Data Specialist will
    - Train staff on effective use of data
    - Empowerment through student data
    - Analyze and interpret local benchmarks, state and national data and align it to instructional improvement

Goal 2: Implement Comprehensive School Reform that is Research-Based

- Develop a school-wide approach to literacy using the Rigor/Relevance Framework; Content Literacy Continuum methods and integration of technology refer to Appendix 7 for technology plan.
- Provide job-embedded coaching to teachers to support current research-based programs through the addition of four content coaches who will be used to help teachers increase the selection of instructional strategies and instruction.
- Utilize specific inclusion and co-teaching strategies to improve performance of students with disabilities
- Conduct quarterly curriculum audits to ensure that the written curriculum is aligned to what is being taught in the classroom and assessed by utilizing the Collaborative Instructional Review
- Infuse research-based instructional technology to improve student academic achievement

Goal 3: Develop teacher and school leader effectiveness to dramatically improve academic achievement of all students

- Job-embedded executive coaching for principal and leadership team to investigate and develop the following turnaround strategies
    - Effective teacher evaluation system based on student performance measures
    - Action plan to recruit, train, and retain quality teachers
    - Expanding the role of Communities in School
    - Building student relationships through an Advisor/Advisee program
    - Extended school day
    - Flexible school conditions
- Train leadership teams and instructional staff on the Collaborative Instructional Review System based on the International Center for Leadership in Educations Rigor/Relevance.
- Identify professional development needs based on the Collaborative Instructional Review

- A senior consultant from the International Center for Leadership in Education will provide job-embedded instructional coaching and support to content coaches, literacy coaches, and Data Specialist

- Provide job-embedded coaching to teachers to support current research-based programs through the addition of four content coaches who will be used to help teachers increase the selection of instructional strategies and instruction.

- Provide professional development to school leadership/teachers to implement specific inclusion and co-teaching strategies or improve performance of Students with Disabilities

- Provide staff with an aligned and comprehensive professional development plan designed to improve school culture and teacher effectiveness. The plan will build capacity to support turnaround strategies.

Goal 4: Personalize instruction based on diagnostic assessment and flexible time-on-task

- Develop an advisor/advisee program that will focus on strategies that build relationships between staff and students and provide strategies for success in college and career readiness. This will require Southeastern High School to restructure the school day so that time is available for the strategy.

- Implement a series of interventions for students in the core academic area to increase the time students spend developing their reading literacy and math skills by utilizing the following:

    - Learning Village
    - Carnegie Math
    - Wilson Reading
    - Fusion Reading
    - Renaissance Learning – Star Reader and Math

- Provide flexible scheduling opportunities and extend the school year by;

    - Providing an intensive summer school program in math and ELA for academically at risk students

- Provide Extended Day for Credit Recovery Intervention support to at-risk students and enrichment activities for all students
- Requiring 9th grade students to take double periods in ELA and Math
- Requiring 11th grade students to take a double period in math
- Implementing Ed Options

- Implement interventions in the core academic areas to increase the opportunities for students to take college credit bearing courses
  - Increasing the teachers certified to teach AP courses
  - Increasing the college bearing courses available for all students
  - Eliminating restriction and prerequisites for advanced courses

Goal 5: Provide Pathways to Success

- Appoint a Dean of Student Affairs whose primary responsibilities will include:
  - Addressing social-emotional learning (e.g., self-awareness, self-management, social awareness, relationship skills, responsible decision-making)
  - Disciplinary infractions
  - Attendance/truancy issues
  - Active Community In Schools Programming
- Develop an early warning system to address adverse learning conditions
  - Attendance Patterns
  - Truancy Patterns
  - Student Achievement
  - Behavioral Referrals
- Improve the Freshman Academy by
  - Providing extended learning time in ELA and math for all 9th grade students
  - Provide social/emotional supports to students that include

        - Dedicated guidance counselor
        - Social worker
        - Psychologist
    - Provide dedicated instructional coaches through Wayne RESA in core content areas

- Appoint a Dean of Student Affairs whose primary responsibilities will include:
    - Addressing social-emotional learning (e.g., self-awareness, self-management, social awareness, relationship skills, responsible decision-making)
    - Disciplinary infractions
    - Attendance/truancy issues
    - Active Community In Schools Programming
- Appoint additional assistant attendance officers to manage each grade level.

Goal 6: Improve Student Performance in Core Content

- Achieve our student proficiency targets in ELA
- Achieve our student proficiency targets in Math
- Achieve our student proficiency targets in Science
- Achieve our student proficiency targets in Social Studies

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

Data for Student Success along with the Learning Village Enterprise will be used to advance the culture of data driven decision making in our school by providing a quality professional development model and dynamic inquiry tool. Working in collaboration with Wayne RESA which is a participating partner with the Michigan Department of Education on Data for Student Success, our staff will build a culture of using quality data for decision making. Using data provided at the state and local level, our staff will focus on identifying school improvement goals, using cadres to

conduct inquiries to clarify and address problems, examining student work to inform instruction and classroom data to monitor student progress.

i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

The District's comprehensive assessment program requires that both quantitative and qualitative data is regularly collected and reviewed to support differentiated instruction and meet the needs of individual students. We will regularly review and utilize both State and District Benchmark assessment data and Data for Student Success to develop and refine our improvement plan. As a part of this process, the Southeastern High School will employ the databases and web-based systems offered by the Learning Village Enterprise (LV) to promote the continuous use of student data to inform instruction and ensure individual student needs are met. Some of the key benefits and supporting features of the software are:

- Use assessment results to inform instruction and search for and/or link to appropriate curriculum resources based on data analysis
- Link to a best practice curriculum aligned to standards
- Select instructional content to meet the needs of individuals or intervention groups based on assessment results
- Ensure that diverse learning populations such as ELL or students with special needs are being met with resources that are aligned to best practices and standards

ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Southeastern High School will use Data for Student Success and Learning Village Enterprise to promote the continuous use of student data to inform instruction and ensure individual student needs are met.

Collecting Data:

- Testing data (i.e., ACT/MME)
- Pre- and Post- Testing (i.e., Star Reading and Math, Carnegie Math, Benchmark Assessments
- School-based classroom and short cycle assessments
- Student Surveys

- Parent Surveys
- Faculty and Staff Surveys
- Student Attendance Data (from Zangle)
- Staff Attendance Data (from Payroll Secretary and SubFinder)

Analyzing Data:

A Data Specialist will be appointed to collect, analyze and disseminate data for data driven decision making.

Sharing Data:

- Share individual student data and aggregate data findings with parents and students, and external stakeholders (seminars, workshops, etc.)
- Develop a Page/section on website with aggregate data findings and recommendations for improvement and action
- Disseminate data to individual teachers on student performance in order to target instruction on needs.

iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Data for Student Success along with the Learning Village Enterprise will provide information to adjust instruction based on progress monitoring on Star Reader/Math Assessments, District Benchmark Assessments, State MEAP and MME Assessments and school developed short cycle ACT and classroom assessments. By monitoring these data tied to instruction accessed within Learning Village, school teams will:

- Verify and support teachers in the instruction of specific students in the classroom.
- Monitor instruction and intervention resources being used
- Monitor standards being taught
- Identify gaps in the curriculum and professional development in regards to addressing State standards and student needs

The plan will include the following actions:

- Assess the competency levels of all students in reading, mathematics, science and social studies as evidenced by Star Reader and Star Math and common assessments.
    a. Schedule and administer assessments in Star Reader and Mathematics during the first month of school.
    b. Provide and analyze the test results with all key stakeholders as soon as the data is available.
- Focus on best practices and key challenges by identifying students most at risk, modifying instruction, and improving academic intervention.
    a. Develop periodic assessments in the core academic areas to assess the effective use of best-practices.
    b. Monitor student success and implement continuous improvement strategies as needed.
    c. Provide strategic interventions for students through student advisories, focus group counseling sessions and individual counseling.
    d. Evaluate student progress and make necessary adjustments to instruction as needed.
- Incorporate technology, thus fostering more rigorous and relevant instruction. Move from textbooks to digital learning.
    a. Identify operational technology and update equipment to good working condition.
    b. Purchase additional technology that will enhance instruction.
    c. Provide training for staff on the integration of technology in the classroom.
- Expand the inclusion model of instruction.
    a. Organize interdisciplinary teams which consist of regular education teachers, special education teachers, administrators and support personnel.
    b. Schedule workshops to increase knowledge on inclusion and establish routines/procedures among co-teaching teams.
    c. Evaluate the implementation of the inclusion model and the impact of the success of students and teachers.

- Provide professional development for the instructional staff to implement the use of evidenced-based methods of effective instruction as evidenced by the Rigor/Relevance Framework, Gold Seal Lessons and the Content Literacy Continuum (CLC).

- Develop a consistent system for teacher observations (formal and informal) and classroom "walk-throughs" in order to monitor and/or increase teacher effectiveness by using our Districts observation process.

    a. Develop and adhere to a schedule for formal and informal observations for the entire school year.

    b. Complete the first round of formal teacher observations by November 1st.

    c. Collect and analyze achievement data monthly and report the results to the content administrator.

- Align instruction and assessments to the national Common Core Standards and State Standards.

- Create and maintain a culture of high achievement that uses data from various assessments including the MME to make informed decisions.

iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development (NSCD) Standards for Staff Development. Provide ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity of successful implementing school reform strategies.

The School Leadership Team and the International Center for School Leadership will facilitate the development of a professional development plan that is aligned to the National Staff Development Standards for Staff Development. The plan will be a part of a coherent instructional program that is aligned to state standards and curriculum, and instructional strategies. The Teacher Effectiveness Team will play an integral role in linking professional development to student achievement.

Elements of Quality Professional Development. In 2009, the National Staff Development Council introduced new legislation for formal use in legislation such as the reauthorization of NCLB. The definition made it clear that professional development is not a one-time event occurring on an in-service day during a workshop, but rather effective professional development is "a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement." Effective professional development, it went on to clarify (a) occurs several times per week among teams, (b) is aligned with state student academic achievement standards, (c) is facilitated by well-prepared principals, and (d) is conducted among educators at the school and facilitated by mentors, master teachers, teacher leaders, or pr *Instructional Coaching.* Providing a multi-tiered support structure for technology integration using instructional coaches allows for formal and informal professional learning. The coach facilitates these learning opportunities through just-in-time, on-the-job training, in-class modeling and collaboration. In addition, the coach helps the teacher design rigorous, relevant and student-centered instructional activities that employ a variety of technologies all with the goal of helping all students enhance their learning.

Finding models of professional development that have the potential to improve the knowledge, skill and practice of teachers is essential. One such model is Instructional Coaching. The University of Kansas Center for Research on Learning found instructional coaching significantly increased the implementation rate of newly learned practices and the quality of instruction during a 2008 study. Skilled, on-site coaches provide consistent support to teachers as they work to improve practice based on collaboration, inquiry, and consultative feedback from the coach. This model represents sound, job-embedded professional development and has the potential to improve instructional practice, and ultimately student achievement. The coaches work to develop the capacity of schools to sustain and deepen teachers' ability to integrate instructional technology into classroom lessons in core academic areas, use data to make informed instructional choices, and promote instruction that is differentiated for students.

Changing Classroom Practice. Connecting professional development to classroom practice is a key paradigm, among others, for changing how teachers teach so that improved student achievement can be realized (Penuel, Fishman, Yamaguchi, & Gallagher, 2007). Too many professional development programs are often disconnected from classroom practice. Penuel, et al. (2007) argues that effective professional development programs are designed with "proximity to practice" in mind: the professional development is about "helping teachers to prepare for their classroom practice [which] yields results directly translatable to practice". Ensuring the connection of professional development to classroom practice has long been a challenge for those who provide professional development opportunities to teachers (Darling-Hammond &

McLaughlin, M.W., 1995). The challenge is heightened, Darling-Hammond and

McLaughlin (1995) argue because, "The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before - and probably never experienced as students"

One method of connecting professional development to classroom practice and helping teachers actually implement new teaching strategies that has emerged over the past decade is the use of in-classroom coaching and mentoring by peers or by an expert educator. While many different coaching models exist, most are based on the supposition that the best learning takes place when the learner has the opportunity to discuss and reflect on what has been taught, to observe others model what has been taught, to practice what has been taught and to receive feedback from an expert (Lave & Wegner (1991). In the early 1980s researchers proposed that teachers could benefit from coaching activities built on these learning principles (Joyce & Showers, 1982). The results of early studies on in-classroom coaching (Baker and Showers, 1984) showed that "teachers who had a coaching relationship – that is, who shared aspects of teaching, planned together, and pooled their experiences – practiced new skills and strategies more frequently and applied them more appropriately than did their counterparts who worked alone". The coaching relationship thus appeared to provide a missing link in the broken chain of promising practices that were never truly implemented in classrooms. The effects of coaching began to provide evidence about the flawed logic in old assumptions that teachers could learn new teaching strategies in workshops, return to their classrooms, and easily implement what they had learned with their students. Instead of blaming teachers for lack of motivation and effort, educators began to see that the problems lay instead with the design of professional development (Joyce & Showers, 1996). In the years that have followed, the evolution of coaching has generated additional research studies including those that demonstrate the effectiveness of coaching in changing classroom practice and in improving student achievement at various grade levels and in multiple content areas (Dickinson, Darrow, & Tinubu, 2009; Koh & Neuman, 2009; Neuman & Cunningham, 2009; Sheridan, Edwards, Marvin, & Knoche, 2009; Marsh, Kerr, Ikemoto, Darilek, Suttorp, Zimmer, & Barney, 2005). More recent investigations into coaching have provided additional grounds for its effectiveness in translating concepts learned in professional development sessions or workshops to actual classroom practice. Desimone (2009) formulated the case that "active learning" is essential in the design and delivery of effective professional development. Active learning entails observing expert teachers provide instruction, being observed while teaching, engaging in interactive feedback or discussion, reviewing student work in a content area covered by the professional development, and leading discussions. A further ingredient necessary for effective professional development and coaching is "coherence," defined by Desimone (2009) as consistency between a teacher's beliefs and knowledge and the learning that takes place in professional development. Coaching contributes to coherence and effective professional development by giving teachers a chance to receive additional feedback, information and

support that will help them reconcile the content of the professional development they have experienced with their beliefs and knowledge. The coach acts as a translator who helps structure the reflective experiences and provides assistance the teacher needs to work with the professional development content in practical everyday ways in the classroom.

Southeastern High School's approach is based on the most recent work of Knight (2007) who supports a *partnership coaching* model. Coaches stand at the heart of well-organized professional learning. They can facilitate technology-rich discussion in professional learning communities, offer workshops, and most importantly provide professional support utilizing the components of coaching to facilitate the translation of research into practice. While research about the impact of coaching on student outcomes particularly in terms of improving student academic achievement is scarce and often comes with limitations, it is clear that coaching has the promise to play a significant role in helping teachers transform their teaching practices and thus improve student learning. As more and more research-based teaching practices are validated, vehicles such as coaching will continue to play an increasing role in bringing those practices to the classroom in ways that preserve the fidelity of the practices to ensure desired learning results for students.

Professional development during the first year will focus primarily on implementing a school wide approach to shared decision making, literacy, increasing rigor and relevance, differentiating instruction and integrating a technology rich environment. The professional development is a part of a coherent instructional program (aligned to, state standards, curriculum, instructional strategies and assessment. Professional development will primarily be provided by District Literacy and Math Coaches and the four Core Instructional Coaches. For success, the coaches will be assigned to work with four teachers each, one day per week with the intent of increasing teacher effectiveness of 25 teachers per year. Over a three year period, 75 teachers will have increased their effectiveness as evidenced by student achievement.

Proposed Schedule of Professional Development

Teams	Schedule	Time
Grade Level Teams	Wednesday Extended Staff Meeting Every 1st Wednesday	3:30 p.m. – 5:30 p.m.
Cross Grade Level Teams	Every Third Friday	During School Day – Common Planning Time
School Leadership Team, School Improvement Teams, Data Team, Teacher Effectiveness Team	Wednesday Extended Staff Every Fourth Wednesday	3:30 p.m. – 5:30 p.m.
Individual and Common Planning Teams Real – Time Professional Development with Coaches	One Day Per Week In Classroom	During School Day In Classroom

Data for Student Success along with the Learning Village Enterprise will be used to advance the culture of data driven decision making in our school by providing a quality professional development model and dynamic inquiry tool. Working in collaboration with Wayne RESA which is a participating partner with the Michigan Department of Education on Data for Student Success, our staff will build a culture of using quality data for decision making as it relates to professional development. Using data provided at the state and local level, our staff will focus on identifying school improvement goals, using cadres to conduct inquiries to clarify and address problems, examining student work to inform instruction and classroom data to monitor student progress. We will collect formative, interim and summative data including benchmark data, short – cycle assessments and grade distribution reports as well as non-academic data to include suspensions and attendance and teacher evaluation data, walk throughs. These data will be used to plan professional development.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District is currently working to create the Office of Priority Schools. The Office of Priority Schools will include the following staff:

i. *Assistant Superintendent for Priority Schools*- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Assistant Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

ii. *(7) Priority School Coaches*-Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Assistant Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.

iii. Priority School Budget Implementation/Compliance Officer- The Budget Officer will be responsible for monitoring the use of each Priority School's budget to ensure the budget is being utilized for the intended purpose and that each school is maintaining appropriate tracking and record keeping relative to use of budget. In addition, the Budget Officer will be the liaison between each Priority School and all central level "budget related" departments to ensure District processes and procedures are expedited, so that school needs are met in a timely manner.

iv. Partner Providers- Each Priority School has been assigned a partner provider. Each partner provider must meet regularly with the staff of the Office of Priority Schools to ensure school professional support is appropriately aligned. Each partner provider will be issued a performance-based contract. The Assistant Superintendent will also be responsible for monitoring how successful is the partner provider in meeting the specific performance expectations defined by the District.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

International Center for Leadership in Education, the school's partner provider, will provide school improvement technical assistance focused on building the school's capacity to reach its performance goals. ICLE will provide:

- Job-embedded executive coaching for principal and leadership team to investigate and develop the following turnaround strategies
    - Effective teacher evaluation system based on student performance measures
    - Action plan to recruit, train, and retain quality teachers

- Expanding the role of Communities in School
- Building student relationships through an Advisor/Advisee program
- Extended school day
- Flexible school conditions

- Train leadership teams and instructional staff on the Collaborative Instructional Review System based on the International Center for Leadership in Educations Rigor/Relevance.
- Identify professional development needs based on the Collaborative Instructional Review
- A senior consultant from the International Center for Leadership in Education will provide job-embedded instructional coaching and support to content coaches, literacy coaches, and Data Specialist
- Provide job-embedded coaching to teachers to support current research-based programs through the addition of four content coaches who will be used to help teachers increase the selection of instructional strategies and instruction.
- Provide professional development to school leadership/teachers to implement specific inclusion and co-teaching strategies or improve performance of Students with Disabilities
- Provide staff with an aligned and comprehensive professional development plan designed to improve school culture and teacher effectiveness. The plan will build capacity to support turnaround strategies.
- Conduct a comprehensive formative and summative evaluation of our Turnaround Plan.

In addition, the District will provide School Improvement Coaches to support the School Leadership Team and to coordinate District support.

Statement of Assurance of Implementation: In the event that our school does not receive the School Improvement Grant, we will restructure our Title 1 funds and other resources to implement the proposal. This contingency is currently under consideration as the application for Title I is being planned and prepared by the School Leadership Team. This plan is due to the State by November 19, 2010.

Section IV: Fiscal Information

Individual grant awards will range from not less than $50,000 to not more than $2,000,000 per school, with grants averaging around $500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. http://www2.ed.gov/programs/sif/applicant.html

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Respond by indicating yes or no. Provide

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition	Yes		
• Principal Authority/responsibility	Yes		
• Duties – teacher		Yes	
• Duties - principal		Yes	
• Tenure			No
• Flexibility regarding professional development activities		Yes	
• Flexibility regarding our school schedule (day and year)		Yes	
• Waivers from district policies to try new approaches		Yes	
• Flexibility regarding staffing decisions	Yes		
• Flexibility on school funding		Yes	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content		Yes	
• Schedule		Yes	
• Length		Yes	
• Financing		Yes	

	• Instructors		Yes	
	• Evaluation		Yes	
	• Mentoring		Yes	
	Budgeting			
	School funding allocations to major spending categories • School staff input on allocation	Yes		
	• Approval of allocation	Yes		
	• Change of allocation midyear	Yes		
	Major contracts for goods and services • Approval process streamlined	Yes		
	• Restrictions (e.g., amounts, vendors)	Yes		
	• Legal clarifications	Yes		
	• Process	Yes		
	• Stipulations (e.g., targeted vs. unrestricted spending)	Yes		
	• Timeline	Yes		
	• Points of contact	Yes		
	Auditing of school financial practices Process	Yes		
	• Consequences	Yes		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

Appendix 1

International Center's Learning Criteria to Support 21st Century Learners

Needs Assessment Report

Southeastern High School is one of many schools in the Detroit City Public School System that has been reconstituted due to its low performance and its inability to demonstrate adequate yearly progress (AYP). The school faced significant challenges as the school year began.

Southeastern opened its doors for the 2009–10 school year with a principal who was put in place August 15, 2010, two weeks before the school session began. Two weeks before school opened, he interviewed and hired an entire new staff, administrative team, counselors, and support staff and security personnel. The master schedule for 2,000 students had to be created within that same two weeks. At the same time, the closing of other city high schools increased the student population of Southeastern, which became the home of three gangs that were suddenly thrown together under one roof. Also, a security staff of nine was cut to eight, with one injured on leave and perhaps three in attendance on a daily basis.

The school administration is working hard to keep the lid on the building. It is imperative that school safety be addressed immediately in order to move this school forward academically. Students and teachers are afraid, and fear is seriously impeding attainment of AYP.

Issues impeding the progress of Southeastern include lack of personal relationships between students and teachers. Few students were able to identify any personal relationship with a teacher. Coaches and the JROTC instructors are among the few teachers that students cite as bridging the gap between adults and students in this school. From the first day of school, there was not a full staff of counselors in the building. Two more counselors were hired in November to fill out the staff of six. With a caseload of over 330 students, counseling is more manageable. However, it is necessary for counselors to organize their work to reach all students, and so far this year, most students have not met their counselor for a conversation regarding their individual achievement or career goals. Counselors play a pivotal role in personalization of the school learning environment. Development of personal relationships in this school is critical, and all adults and students need to be involved in this process.

With new staff after reconstitution, it is equally important that adults begin to develop relationships with each other. Southeastern is a school where classrooms are small islands with little collaboration and conversation about student achievement. Because the district did away with department chairs, it is necessary for individuals to assume leadership roles and take on the challenge of organizing communication within and across curricular areas before the school can attain AYP and students can meet and exceed the MME State examination requirements. It is imperative that the principal and his Leadership Team immediately identify individual teacher leaders that will step up and assist them in building a collaborative, collegial, and personal learning environment for all stakeholders in the school community.

Other issues impeding progress include (a) lack of consistent expectations for students, (b) lack of school wide practices to eliminate disruptions to the teaching-learning environment, and (c) lack of focus on instruction that challenges and engages students. Critical to success in exceeding state standards and making AYP is instruction that engages students in rigorous, relevant learning

activities. In over 25 classroom observations, we witnessed only a few teachers challenging students with this kind of work, whereas the primary method of instruction was routine and proscriptive, working out of a textbook, or lecture. There was little differentiation of instruction to meet the needs of diverse learners, and there were many teachable moments missed because the teacher ignored student questions or gave, in one case, erroneous information.

It is imperative that students and teachers have a clean learning environment. In the morning when students come into the school, garbage cans in the front of the school are overflowing. Trash litters the building. Although the custodial staff has been drastically cut, at least trash can be disposed of and bathrooms kept clean throughout the day. While there is a concerted effort to eliminate gang graffiti, overall cleanliness must be added to the list of things that custodians focus on each and every day.

The administrative team is committed to turning this school around. Since the beginning of school, it is clear that they have been working feverishly to maintain order, but now the time has come to develop an instructional focus and deal with the Number 1 issue: student academic achievement. It is imperative that a new school improvement plan be developed in a way that gives staff a voice and a role in its implementation. Also, data must inform instruction. Administrators and teachers must collect and analyze weekly assessment data to determine which students need additional assistance in accomplishing academic goals.

One of the most outstanding features of Southeastern High School is the involvement and dedication of the school's community liaison. She is determined to have more adults in the community involved in the life of the school. She was responsible for the training of several parents as school volunteers to assist with safety concerns. Parental involvement will be critical for Southeastern in achieving its goals, and administration should establish a calendar of events for their participation.

Key Challenges

- Establishing a safe and secure school environment
  - Enforcing the existing dress code policy
  - Increasing the number of security officers and placing them strategically around the building
  - Maintaining a clean teaching and learning environment
  - Developing a clear and consistent discipline policy for students
  - Organizing the work of the custodial staff to ensure a clean learning environment
- Improving instructional delivery using the Rigor/Relevance Framework
- Increasing parental involvement
- Addressing the large number of students who are truant and skipping classes
- Developing a school improvement plan with the entire staff, including the following:
  - A literacy initiative for Reading/Writing and Mathematics
  - Develop and consistently use an instructional model in and across disciplines
  - Develop a professional staff development plan for the school
- Eliminating "all call" disruptions
- Organizing the work, workload, and activities for counselors

- Personalizing the teaching-learning environment by engaging students, teachers, support staff, and parents in team-building activities, and by developing student advisories

Learning Criteria Assessment

The International Center's Learning Criteria to Support 21st Century Learners. The Learning Criteria is based on research conducted by the International Center and the Successful Practices Network with over 600 schools across the country. This section of the report will provide an assessment of each of the four dimensions. Evidence to justify the assessments was derived through an analysis of student performance data; administration of student and staff surveys; classroom observations; and interviews with teachers, administrators, counselors, students, and parents.

Personal Skill Development – *At-Risk*

Southeastern offers a variety of extracurricular activities to students. The school takes pride in its football and basketball programs. However, many students feel that these are the only activities that receive any recognition and support. Many females expressed the belief that girl's athletic programs are not as important to the school as other athletic activities. Students believe that more extracurricular activities should be offered to students. Examples mentioned included forensics and debate clubs, chess clubs, and service learning clubs would develop leadership among students. Most students expressed the desire to engage in postsecondary education but felt that they received little assistance from counselors. A need exists for more students to be engaged as members of a team or organization and for all students to be involved in conflict resolution activities at the school.

Survey results that support this rating are shown below.

We Learn-Q11. Bullying is a problem at this school.	35%
We Learn-Q19. Teachers respect me.	56%
We Learn-Q44. My classmates encourage me to do my best.	37%
We Learn-Q55. Good citizenship is rewarded in this school.	31%
We Learn-Q34. My teachers know my academic interests and goals.	35%
We Learn-Q15. I can share my academic problems and concerns with my teachers.	51%
We Learn-Q60. My teachers know what I love to do outside of school.	22%

Recommendations

- Develop student advisories to build respectful relationships between students and faculty members.
- Develop regular counseling protocols for students who need assistance preparing for college and workforce readiness.
- Recognize students and celebrate their achievements on a regular basis, both male and female.
- Develop a broad range of student activities to address the varying needs of the student body.
- Develop conflict resolution protocols with students to address bullying and safety issues.

Learner Engagement – *At-Risk*

It was evident through classroom observations and discussions with students and staff that there was an inconsistent pedagogical approach throughout the school. In over 25 classroom observations, the level of student engagement was low. Some exciting and engaging lessons were observed; however, those were the exceptions, not the rule. Some of the most engaging lessons allowed students to think in complex ways, but few lessons involved the application of knowledge and skills. There was an absence of a consistent instructional delivery model, and small group or independent study activities were not observed. Routine instructional activities, including worksheets, low-level questions, and other proscriptive methods were consistently observed. Mismanagement of instructional time was prevalent. Teaching is not synonymous with learning. Many missed teachable moments were observed — students' questions went unanswered, and in one case, a teacher gave erroneous information.

A dichotomy exists between teachers' and students' perceptions regarding effectiveness of classroom instruction in promoting student engagement in meaningful learning. A comparison of the *We Learn*— Student Survey and the *We Teach* – Instructional Staff Survey reveals:

- 93% of teachers believe their instruction is student centered; 48% of students expressed this view.
- 87% of teachers encourage students to create original solutions to complex problems; 52% of students find this to be true.
- 87% of classroom teachers indicated that students in their classes engage in hands-on activities; only 32% of students indicated that they do lots of hands-on activities in classes.
- 86% of teachers feel they make learning exciting for their students whereas 31% of students think teachers make learning fun.

In addition to the aspects of pedagogy mentioned above, other school-wide factors can impact levels of student engagement. Teachers and students revealed frustration regarding the many interruptions and PA announcements during instructional time. Ninth graders expressed frustration about a building that is falling down, dirty, and lacking water fountains. Classrooms were not orderly and had few displays or exhibitions of student work. Some students reported that they did not feel safe

in the school and the lack of common classroom practices and procedures for student behavior contributed to the low levels of student engagement observed.

Dropout, attendance, and graduation rates were also examined as indicators of student engagement. Although Southeastern High School's 4-year dropout rate fell 6.66% from 2007 to 2008, in 2008, Southeastern's 4-year cohort dropout rate (15.83%) was 1.64% higher than the state and 11.25% lower than the district. However, from 2007 to 2008, the gap with the state narrowed 5.76% and the gap with the district widened 3.75%.

Southeastern High School's attendance rate averaged only 69% in 2006-07 and 2008-09 and was 69.4% for 2008-09, which was 13.6% lower than the district and 24.9% lower than the state.

The school's 4-year cohort graduation rate rose 14.54% from 2007 to 2008. In 2008, Southeastern High's 4-year cohort graduation rate (77.62%) was 2.12% higher than the state and 19.40% higher than the district. Southeastern had 193 more graduates in 2008 than in 2007. All reported subgroups had a graduation rate increase from 2007 to 2008.

Strong learning relationships between students and teachers are also an important component of student engagement. The data from student interviews and the We surveys indicate that many students do not feel a strong connection with their teachers or the school.

- 38% of students say the school is responsive to their academic interests and goals.
- 23% say teachers know what they like to do outside of school.
- 55% believe their teachers care about them.
- 52% say they could share their academic concerns with their teachers.
- 69% believe teachers care if they participate in class.
- 49% say that teachers are enthusiastic about what they teach.

Recommendations

- Develop and utilize a consistent pedagogical approach in the delivery of instruction.
- Engage students in higher order thinking activities, group work, and projects in order to assess their understanding of the curriculum.
- Develop active learning activities that engage students.
- Engage students in learning experiences that are relevant to their lives.
- Plan cross-curricula instruction and instructional delivery for students—for example, reading and writing across curricula.
- Improve school spirit for students and collegial relationships among staff.

Foundation Learning – *At-Risk*

With 18% of the students meeting Proficiency or above levels on the state examination, it is clear foundation learning is an area needing massive improvement. Additionally, 24% proficient in reading and 5% proficient in mathematics in grade 11 also signals a need for radical change in delivery of instruction and identifying learning expectations. This area of concern is evident in the MME results that follow.

ENGLISH LANGUAGE ARTS

ELA - Reading Component (24%)

The percentage of students at Levels 1 and 2 (Proficient or above) gained 8% from 2008 to 2009 and was at 24% in 2009, which was 10% lower than the district and 36% lower than the state.

ELA - Writing Component (8%)

Although the percentage of students at Levels 1 and 2 (Proficient or above) gained 3% from 2008 to 2009 and was at 8% in 2009, which was 11% lower than the district and 35% lower than the state.

Total ELA (11%)

The percentage of students at Levels 1 and 2 (Proficient or above) gained 2% from 2008 to 2009 and was at 11% in 2009, which was 15% lower than the district and 41% lower than the state.

MATHEMATICS (29%)

The percent of Southeastern High School students at Levels 1 & 2 (Proficient or above) gained 1% from 2008 to 2009 and was at 5% in 2009, which was 11% lower than the district and 444% lower than the state. One student at Southeastern High School achieved Level 1 (Advanced) performance on the Grade 11 Mathematics MME in 2009.

While it was apparent that many English language arts and math teachers understand the key concepts and content assessed on the MME associated with their subject area, this was not the case with other staff. ELA and math concepts could be delivered in other content areas, and common rubrics should be developed and used by all staff. The school's elective programs in particular would be ideal areas to reinforce academic skills in ELA and math that are assessed on the MME. Based on the International Center's work with model schools across the country, providing students numerous opportunities to apply essential academic content in a variety of areas will improve achievement on state-mandated tests and reduce resources needed for remediation.

Recommendations

- Increase student achievement levels for ELA and math in order to reach AYP.
- Build a positive culture of higher expectations for student performance.
- Provide test-taking skills, study skills, and time-management skills, for students.
- Chart student progress to meet graduation requirements and goal setting for postsecondary education.

Stretch Learning – *At-Risk*

There is certainly a need for more challenging, high-level, rigorous instruction at Southeastern High School, especially in honors and advanced courses, as well as dual-enrollment courses. Several students interviewed felt unchallenged, in fact bored, in their classes. They felt some teachers were unprepared because they "do the same old thing every day." Student boredom was also apparent in

the number of students cutting classes on a daily basis. It is likely that if lessons were more interesting and student centered, attendance would improve.

In interviews with teachers, some expressed a belief in the need to stretch all students beyond minimum requirements. Other teachers felt overwhelmed by the task of getting all students at proficient levels on the MME and believed that some students were not being stretched as a result. Teachers sometimes had difficulty providing examples of ways they stretch their students.

On the *We Teach* – Instructional Staff Survey:

- 52% of teachers believe if students are given more challenging work, they do it.
- 43% indicate that this school has high expectations for all students.
- 59% believe that students are expected to exceed a basic understanding of what is being taught.
- 26% believe this school prepares students to compete in a global economy.

Identifying stretch learning indicators unique to Southeastern High School students would help unite faculty and the community around common goals. Stretch learning is also an area where counseling services must play a bigger role. Currently, the new team of counselors has varying experience, one or two with no high school experience at all. With large caseloads, counseling staff must work with students in small focus groups to meet the needs of all the students in a timely manner.

Recommendations

- There must be consistently high expectations for all students at all times.
- There must be more challenging course offerings.
- Counselors must develop strategies to work with large caseloads of students through small focus group sessions.

Components of School Excellence

Embrace a Common Vision and Goals: Rigor, Relevance, and Relationships for All Students - *Absent*

Schools, like any organization that strives to improve, must have a vision shared by all. Everyone must be committed to common goals to measure success, and staff must share the same perspective as to what is important in the organization. The lives of today's students will differ greatly from those of their parents and grandparents. Therefore, it is critical that students receive an education that is relevant to their future world. Maintaining the status quo will not deliver the skills necessary for success in the global economy nor adequately engage students in meaningful learning.

Strong adult-student relationships and relevant instruction are keys that can unlock the doors to student engagement and the rigorous outcomes that will best prepare students for the demands of higher education and the competitive workplace. Schools that recognize the interdependence of supportive relationships, relevant instruction, and academic rigor will be best equipped to deliver a meaningful, high-quality education to every student. The vision that must define effective schools is rigor, relevance, and relationships.

Southeastern High School currently does not have a clear vision or sense of collective purpose to move forward. School climate has been hurt by the timing and management of the reconstitution of schools. Some teachers demonstrate that they really care about students, but they are the minority. There is little or no interaction with students in hallways between classes other than to move them along to the next class. Most classes are teacher-centered, not student-centered. There is resentment among adults because of the way they were treated in the reconstitution process. It will be a while before some get over it. The words of one individual: "I'm angry, and I'm here to get paid." While this was the sentiment of just one individual, it is likely a common feeling. Teachers do not know each other or many students outside their classes. Teachers who are trying are frustrated by truancy, lateness to class, and interruptions by PA announcements.

Most students have high aspirations for their futures, and most feel that they will be prepared when they leave Southeastern High School. However, many observed lessons did not demonstrate the rigor to prepare students for college and work. It does not appear that students are challenged to stretch themselves beyond the basic understanding of the curriculum in most classes. Some exceptional teachers engaged students in their own learning, asked higher order thinking questions, or allowed students to engage in small-group work or independent study but overall, relevance does not appear to guide preparation of lessons. Absence of differentiation in instruction is the rule, not the exception.

Strengths

- A principal and administrative team who understand the urgency needed to move this school forward
- A group of potential teacher-leaders
- An outstanding community liaison

Areas of Need

- A belief that all students can achieve at high levels, and practices that support that belief
- A comprehensive school improvement plan in which all stakeholders have ownership
- A clear vision that all students, teachers, support staff, and administrators can buy into, about their individual and collective responsibilities that will move the school forward toward attaining its goals

We Lead survey results indicate that only 37% of teachers believe that school administration clearly communicates the goals of the school to staff and 34% of teachers say they understand the mission and vision of the school. On the We Teach survey, only 40% of teachers believe they have adequate opportunity to contribute to school wide decisions, while only 32% of students feel they have a voice in school wide decisions, according to the We Learn survey.

Inform Decisions through Data Systems - *Absent*

Whole school/district reform is a continuous process guided by a well-developed data structure based on multiple measures of student learning. Highly successful schools/districts use quality data to make laser-like decisions about curriculum, instruction, and assessment. Using data structures, schools/districts accurately validate areas of strength and need and make effective adjustments to meet the needs of all students. These schools/districts are transparent with their data, which is shared with all school stakeholders.

Too often, schools/districts are judged solely by the data produced from state testing in the core academic areas and on whether they are meeting AYP under *NCLB*. True data-driven achievement involves much more than reacting to test scores. Schools and teachers must acquire and analyze many other data sets in order to improve student performance. Determination of what and how much to teach must be based on data that show what the world beyond school expects high school graduates to know and be able to do. This includes the requirements of higher education, the workplace, home, and society.

Currently no evidence exists that decisions about programs and instructional practices at Southeastern High School are based on data. Absence of effective instructional practices in many classrooms and lack of a system of collecting and analyzing student data on a regular basis support are evidence of the problem. No common planning time exists to discuss pacing and sequencing of instruction, nor is there any real department leadership to organize agendas for discussion of instructional practices. Teachers post neither student achievement results nor school wide data in their classrooms that would give students a sense of urgency related to improving their understanding of the content and curriculum.

Areas of Need

- A data room (War Room) for administration to meet individually and collectively with teachers, support staff, and central office personnel to have focused discussions about the collection, analysis, and the diagnostic use of data to inform instructional decision making
- A weekly or biweekly assessment template for teachers and administrators to monitor continuous progress and identify students who are struggling and provide them with the instructional support needed for academic achievement. This data will determine the level of rigor and relevant instruction taking place in the classroom.
- Professional staff development based on student achievement data
- Disaggregation of student data at the classroom level to improve student achievement and teacher accountability
- Ability to measure students' literacy levels on a continuous basis and use this data to compare it to the established literacy goals

Empower Leadership Teams to Take Actions and Innovate - *Partial*

Schools that will be most successful in the 21st century will be led by individuals who possess the skills and attitudes to take action rather than defend the status quo. The charge to school administrators is to build awareness and support for change in institutions steeped in tradition and inherently resistant to change. Successful administrators are thoughtful regarding why and how reform should occur in their schools. These leaders work with stakeholders and staff to develop a consensus on what to change and how change will be made. Meaningful reform is more likely to be sustained when teachers, parents, and communities work toward a shared vision rather than feel threatened by proposed change. Leadership does not reside in a single position but reflects the skills and attitudes of the many staff that will take action and improve through effective learning communities.

Although there is a strong administrative team in place, there is little evidence that supports development of systems and practices to empower nontraditional leadership roles. In the course of the reconstitution of schools in Detroit, this is a difficult area to manage, specifically because all departmental lead teachers were cut out of the budget and there is no organized instructional oversight by anyone other than the principal and his team.

We Lead survey results for this area include:

- 59% of teachers believe that the school administrators see them as leaders; however, 75% see themselves as leaders.
- 59% of teachers believe that new ideas are embraced as essential by administration and 91% are open to new ideas.
- Only 55% of teachers believe there is strong communication between school administration and staff.
- 71% believe they communicate effectively with colleagues.
- 59% believe that the school administration creates a climate of trust and the same percentage agrees that the administration keep staff confidentiality.

Strengths

- A strong administrative team
- Several teachers who want to take on leadership roles

Areas of Need

- The principal and his team need to identify potential teacher-leaders and support staff–leaders at Southeastern High School.
- A professional staff development plan needs to be designed specifically for building leadership capacity in the school.
- Consistent, open, and frequent communication is needed to define the roles and specific tasks to be managed by the existing Leadership Team.

Clarify Student Learning Expectations - *Initiated*

State K–12 learning standards are typically broad and open to interpretation. State tests are by nature more prescriptive in defining learning, but even tests leave out many essential skills that are difficult to assess but important to learn. Conflicting standards, tests, and community expectations for schools create a wide-ranging and jumbled assortment of curricula, instructional practices, and classroom materials, as well as varying expectations for rigor within and across grade levels. Connections between concepts across courses may not be made from year to year, and instruction too often is not planned to build explicitly upon previous learning and toward future learning. When districts take steps to remedy these challenges, they meet with success in improving student academic achievement. Typically, such districts have implemented a coherent, district wide curriculum.

The absence of a mission statement that embodies high learning expectations means there is an absence of consistent standards for student learning at Southeastern High School. In far too many classes, learning experiences do not allow students to become actively engaged in tasks that lead directly to learning that is rigorous, relevant, of transferable to real-life experiences. No common instructional design or model exists that teachers use to develop sustainable routines for bell-to-bell instruction from class to class.

No expectation exists for systematically displaying learning objectives for students. Both student/staff interviews and classroom visits suggest that all teachers do not hold as a main concern the delivery of high-priority academic skills and knowledge. Also, faculty acknowledges that they do not have high expectations for students. For example, the *We Lead* survey report indicates that just 62% of staff believes that the school has high expectations for students. This is no secret to students, whose perceptions concurred with those of the staff: Just 53% believe the school has high expectations for all students.

Strengths

- A few teachers who have a repertoire of strategies that communicate and clarify expectations for student learning
- School leadership that understands the need for a priority focus on instruction

Areas of Need

- Utilize an instructional model that identifies and clarifies student expectations
- Create learning experiences that are challenging, and allow students to work and think independently or in small groups
- Develop agreement among teachers about the academic skills and knowledge to be taught
- Check students' understanding of behavior, classroom participation, homework, etc.

Adopt Effective Instructional Practices - *Initiated*

Successful instructional practice includes having a variety of strategies and tools to meet the needs of diverse learners in all disciplines and grade levels. In the nation's most successful schools, literacy is the highest priority, grading systems are adapted to measure proficiency, and brain-based research informs daily practice. To achieve higher levels of student engagement with the curriculum requires a shift in focus from teaching to learning. Success in achieving state standards results not from teaching with routine and proscriptive methods but from selecting successful instructional practices to meet the needs of each student.

After several classroom visits, it was clear that lessons with high levels of rigor were exceptions, not the rule. There were potentially good classes that were taught at surprisingly low levels. Many students lacked an understanding of the purpose of instruction because it simply was not made clear by the teacher at the beginning of the lesson. There was an abundance of working out of textbooks and answering questions. Little or no small-group work was initiated as a means of differentiating instruction and providing independent learning opportunities for students who had an understanding of the content. Little student work was displayed in classrooms.

After several observations, it appeared that most instruction was teacher centered rather than student centered. While students for the most part were well behaved, they were not challenged to express what they knew in several classes. Many questions were left unanswered because many teachers were more concerned about completing the lesson than clarifying the understanding of their students.

Survey results provide additional evidence of the deficits in this area:

- Only 47% of teachers said that student literacy levels are measured continuously and only 53% of students said their reading ability is measured regularly.
- Although 93% of teachers believe that instruction in their classes is student centered, only 46% of student thought so.
- 89% of teachers said students discuss and solve open-ended questions and problems in their classrooms and 72% of student agrees.

Strengths

- A few teachers have excellent classroom management skills
- A few teachers are using learning strategies that connect students' understanding of content to previous learning experiences

Areas of Need

- A school wide professional staff development plan to address effective instructional practices, differentiation of instruction, effective classroom management, effective and engaging lesson plans, and sharing best practice strategies that teachers are using at Southeastern High School
- A deliberate focus on instructional practices that differentiate instruction to meet the learning needs of all students

Adapt Organizational Structures - *Absent*

Organizational structures should be determined by instructional needs. Only after a comprehensive review of instructional practices should schools begin to address the issues of organization, such as school schedules, use of time, unique learning opportunities, school calendars, and physical structure. This "begin-with-the-end-in-mind" approach allows highly successful schools to see clearly the structures that need to be changed in order to support the learning needs of all students. Many schools mistakenly adopt a new organization without a clear expectation of what will be different instructionally as a result of the change. In successful schools, organizational structure is used as a tool/resource to help prepare all students for the demands of the 21st century.

By focusing first on effective instructional strategies and practices, schools can design learning environments that provide personalized instruction to all students through small learning communities, career-technical education, transitional programs, and community partnerships that provide work-based experiences and meaningful internships. These strategies make it easier for schools to forge staff collaboration and to sustain learning environments that provide students with rigorous coursework, relevant experiences, and meaningful relationships with teachers who will help them attain their goals and aspirations.

It is clear that Southeastern High School needs to be organized around the needs of students. While this might have been difficult at the beginning of the school year, it is now time to utilize available data to determine if students were even properly placed in the classes that they need to meet graduation requirements. There is a need for structures to be put in place around student literacy and developing a school improvement plan that outlines measurable goals, and strategies to meet those goals, around a literacy initiative. Teachers need to become familiar with one another and with their students. It was evident through teacher and student interviews that relationships between teachers and students outside the classroom are limited. It was also evident that teachers did not have structures in place to engage each other on a personal or professional level.

Working with the school-community liaison is important to engage parents in the life of the school and plan meaningful work for them when they come into the school to volunteer their time. A plan for special programs and structures is needed to ensure successful transition of students into and out of high school.

Strengths

- A strong school-community liaison
- A strong athletic program

Areas of Need

- Provide multiple pathways for students' academic achievement by creating dual-enrollment opportunities, work-study programs, and opportunities for community service
- Develop a strong literacy initiative across curricula at Southeastern High School
- Develop student advisories in order for each student to have a connection with at least one adult in the building that they can rely on to be their advocate

Monitor Progress/Improve Support Systems - *Absent*

Highly successful programs monitor student progress on a regular basis. Successful schools use formative assessments in an organized, deliberate, and ongoing fashion to monitor student progress. Further, they use this data immediately to adjust instructional practices and intervene to better meet student needs. Additionally, successful schools use tools such as the four dimensions of the Learning Criteria to Support 21st Century Learners to assess their current status and monitor ongoing progress. Supportive structures include:

- Small learning communities
- Advisory programs
- Prevention and early intervention programs
- Transition programs (primary to middle school, middle to high school, and 12th grade to postsecondary)
- Community outreach and support
- Business partnerships
- Family involvement and participation programs

The key is that these programs must be systemic so that no child falls through the cracks.

The school leadership at Southeastern High School recognizes the need for change in processes and procedures related to monitoring and improving student- and teacher-support systems. Unless support systems are put in place to have high accountability of staff, and higher expectations for students, the trajectory of academic achievement will remain on a downward spiral. In the absence of a data-driven, school wide intervention system for struggling students, many students will fall through the cracks. With a relatively new faculty and staff there needs to be serious discussions about the roles of social workers, school security officers, parents, and the community liaison. Counselors need strategies to manage their caseloads and to develop strategies to meet the needs of students. All available resources must be utilized in order to prepare all students for college and the world of work.

Survey results indicate the following:

- 87% of teachers believe they are expected to give frequent feedback to students about the quality of their work and actions but only 56% of student say they are often told how they are doing in their classes.
- Only 51% of students believe they can share their academic problems and concerns with their teachers.

Areas of Need

- A sense of urgency needs to be created in which the achievement of every student becomes the responsibility of the entire school community.
- Individual student progress needs to become an agenda item at every faculty meeting.
- Student progress must be monitored frequently with formal and informal assessments.
- Counselors need to develop schedules to meet with small focus groups of students.
- A professional staff development plan needs to be developed for all instructional and support staff in order for them to develop strategies to meet the needs of students as they enter and exit high school.

Refine Process on an Ongoing Basis - *Initiated*

The nation's high-performing schools realize that success is an ongoing and ever-changing process. Student needs, community demographics, state requirements, and college and work-ready skills are continually changing. Successful schools utilize a planning process that causes them to monitor and reflect on student learning and performance continually. This component should reinvigorate the process and cause school leaders to look at new and emerging challenges and explore potential solutions and successful practices from around the country.

In order for Southeastern High School to become a high-performing school, the entire faculty and staff must become a team that regularly identifies what is working and improves upon it, and what is not working and eliminates it. Researched-based practice must be used to improve the academic achievement of all students. There is little evidence to suggest that Southeastern High School is actively researching and using best practices on a regular basis, or that it has developed a working plan for ongoing professional staff development.

Strengths

- An administration determined to bring about positive change
- Many potential teacher-leaders
- Leadership wanting professional staff development to bring about the level of change needed to ensure the success of all students at Southeastern High School

Areas of Need

- A variety of data should be reviewed on a regular basis to monitor instruction and make changes in procedures and processes that do not contribute to the academic achievement of all students.
- A yearlong professional development plan aligned to student learning goals need to be created.
- Professional development should take place at every faculty meeting, along with discussions and demonstrations of best instructional practices.

Appendix 2

Successful Practices Network

The WE Survey Suite for Students and Staff

Do you know what your students think about school? Do they think learning is fun and exciting? Do they feel challenged and supported?

Do you know what your staff think about the dynamics in the classroom and the school? Do they align their day-to-day actions to the mission of the school? Do they feel empowered and ready to make a difference in the lives of all students?

The *We* Surveys are an easy-to-use tool to help school leaders find the answers to questions like these. The suite includes three surveys, which can be used together or alone:

1. *We Learn* – Student Survey
2. *We Teach* – Instructional Staff Survey
3. *We Lead* – Whole Staff Survey

Each survey has 60 items that are rated on a Likert scale from Strongly Agree to Strongly Disagree.

Asking students and staff for feedback about their experiences in school can initiate innovative, meaningful school change. When school is an exciting place to be, students are engaged, and staff feel empowered to help students reach their goals.

***We Learn* – Student Survey**

The *We Learn* – Student Survey is for grades 6-12. This survey includes items related to rigor, relevance, relationships, and leadership and seeks to determine whether, for example, students feel challenged, see the connection between school and the real world. Items include:

- This school has high expectations for all students.
- My teachers present lessons in different ways.
- My teachers know my academic interests and goals.
- Students are involved in important decisions at school.

***We Teach* – Instructional Staff Survey**

The *We Teach* – Instructional Staff Survey is for the adults who have a part in teaching and learning in the classroom. This survey is a companion to the *We Learn* – Student Survey so that perceptions of staff and students can be compared. Items also relate to rigor, relevance, relationships, and leadership and include:

- In my class students discuss and solve open-ended questions and problems.
- There is strong communication between school administration and staff.
- I make learning exciting for my students.
- I am a source of encouragement for my students.

***We Lead* – Whole Staff Survey**

The *We Lead* – Whole Staff Survey assesses how staff perceives the school administration. Items are based on three key elements:

- Coherent vision
- Instructional leadership
- Empowerment

In order for students to reach their full potential, a school needs to have a coherent vision, strong instructional leadership, and staff who feel empowered to make decisions on behalf of students. *Coherent vision, instructional leadership* and *empowerment* have been identified by the Successful Practices Network as three key elements of leadership in successful schools across the country.

Survey items include:

- I am supported to grow professionally.
- School administrators see me as a leader.
- School administration creates a climate of trust.
- I am proud of this school.

The findings from the survey provide valuable insight into the leadership and overall health of the school and can be used to guide whole school reform efforts aimed at fostering rich learning environments focused on rigor, relevance, and relationships for all students.

About the Surveys

- 60 items on each survey
- 10-15 minutes to administer
- online or on paper
- parallel items for students and instructional staff show comparisons

Cost:

We Learn – Student Survey - $1,100 for 500 students + $1.00 for each additional student

We Teach – Instructional Staff Survey - $600

We Lead – Whole Staff Survey - $600

Discounted rates are available for Successful Practices Network members.

For more information, please contact Jackie Gonyo at Jackie@SPNet.us or 518-723-2063.

Appendix 3

International Center for Leadership in Education

Classroom Visitation Rubric

Learner Engagement		Low	Below Average	Average	Above Average	High
Intensity	Positive body language, consistent focus, verbal participation, student confidence, and excitement	Few students exhibit positive body language, are focused on what is being taught, are eager to answer questions, or appear to be excited to learn	Fewer than half of the students exhibit positive body language, are focused on what is being taught, are eager to answer questions, or appear to be excited to learn	Half of the students exhibit positive body language, are focused on what is being taught, are eager to answer questions, or appear to be excited to learn	More than half of the students exhibit positive body language, are focused on what is being taught, eager to answer questions, or appear to be excited to learn	Most students exhibit positive body language, are focused on what is being taught, eager to answer questions, or appear to be excited to learn
Breadth	Degree to which all students are engaged	Few students are fully engaged in classroom instruction and activity	Fewer than half of the students are fully engaged in classroom instruction and activity	Half of the students are fully engaged in classroom instruction and activity	More than half of the students are fully engaged in classroom instruction and activity	Most students are fully engaged in classroom instruction and activity
Consistency	Consistency of engagement through time observed	Learner engagement is inconsistent throughout the duration of instruction	Fewer than half of the students are consistently engaged in instruction	Half of the students are consistently engaged in instruction	More than half of the students are consistently engaged in instruction	Most students are consistently engaged in instruction
Evidence of Rigor		**Low**	**Below Average**	**Average**	**Above Average**	**High**
Thinking	Students are expected to reflect, research, analyze, or summarize	Students are not required to use higher order thinking skills, such as evaluation, synthesis, and analysis, to answer questions and solve problems	Students seldom use higher order thinking skills, such as evaluation, synthesis, and analysis, to answer questions and solve problems	Students occasionally use higher order thinking skills, such as evaluation, synthesis, and analysis, to answer some questions and solve some problems	Students use higher order thinking skills, such as evaluation, synthesis, and analysis, to answer more than half of the questions and solve problems	Students frequently use higher order thinking skills, such as evaluation, synthesis, and analysis to answer most questions and solve problems
Verbal responses	Students are expected to give thoughtful responses that demonstrate understanding	Students' verbal responses demonstrate simple recall and basic understanding of knowledge as evidenced by single word responses or recital of fact	Students' verbal responses demonstrate comprehension through explanation of knowledge	Students' verbal responses demonstrate ability to extend and refine acquired knowledge	Students' verbal responses demonstrate ability to extend and refine acquired knowledge automatically and routinely to analyzes and solve problems and create unique solutions	Students' verbal responses demonstrate competence to think in complex ways and apply knowledge and skills when confronted with perplexing unknowns
Work	Student work requires creativity, originality, design, or adaptation	Student work requires simple recall of knowledge	Student work requires application and explanation of knowledge	Student work requires occasional use of creativity, originality, design, or adaptation	Student work requires frequent use of creativity, originality, design, or adaptation	Student work requires extensive creativity, originality, design, or adaptation

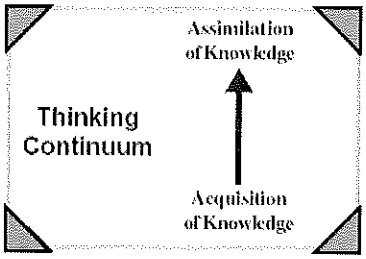
Evidence of Relevance		Low	Below Average	Average	Above Average	High
Work	Student work is a real- world product or presentation done under real-world conditions	Student work reflects knowledge in one discipline and requires recall, learning steps in a procedure, memorization of facts and formulas, or assesses content knowledge	Student work reflects application in one discipline and requires use of knowledge, practicing steps in a procedure, using previous knowledge to solve problems, creating solutions, and assessing performance	Student work reflects interdisciplinary application and requires use of knowledge, practice steps in a procedure, using previous knowledge to solve problems, create solutions, and assess performance	Student work reflects real-world predictable application of knowledge and requires standards, performance, tasks, time-frames, and resources used in the real-world	Student work reflects real-world unpredictable application of knowledge that requires uncertain results, unknown factors, and individual and unique solutions to problems
Resources	Students use real-world resources in completing work	Students rely on the teacher as their primary resource to complete work	Students use and rely on the teacher as their primary resources but also use textbooks, encyclopedias, and, secondary reading material to complete work	Students use a variety of resources including the teacher, textbooks, encyclopedias, and secondary reading material to complete work	Students use a real-world resource such as manuals, tools, primary source documents, Internet, and interviews with people to complete work	Students identify and use multiple real-world resources such as manuals, tools, primary source documents, Internet, and people to complete work
Assessment	Quality of work is judged on real-world, authentic measures	Students are assessed by multiple choice, short response questions, true/false, or matching where one correct answer exists	Students are assessed by multiple choice, short response questions, or extended response questions	Students are assessed by extended response questions or product performance	Students are assessed by real-world predictable measures such as a procedure, process, or product performance	Student are assessed by real-world unpredictable measures such as portfolio, product performance, presentation, interview, or self-reflection where various correct answers are possible

Appendix 4

Rigor/Relevance Framework

The Rigor/Relevance Framework is a tool developed by staff of the International Center to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

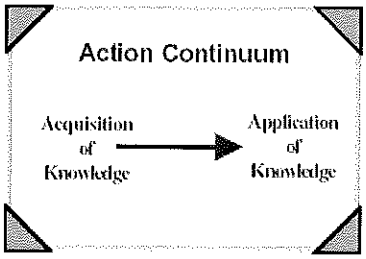
First, there is a continuum of knowledge that describes the increasingly complex ways in which we think. The Knowledge Taxonomy is based on the six levels of Bloom's Taxonomy:
(1) awareness
(2) comprehension
(3) application
(4) analysis
(5) synthesis
(6) evaluation.



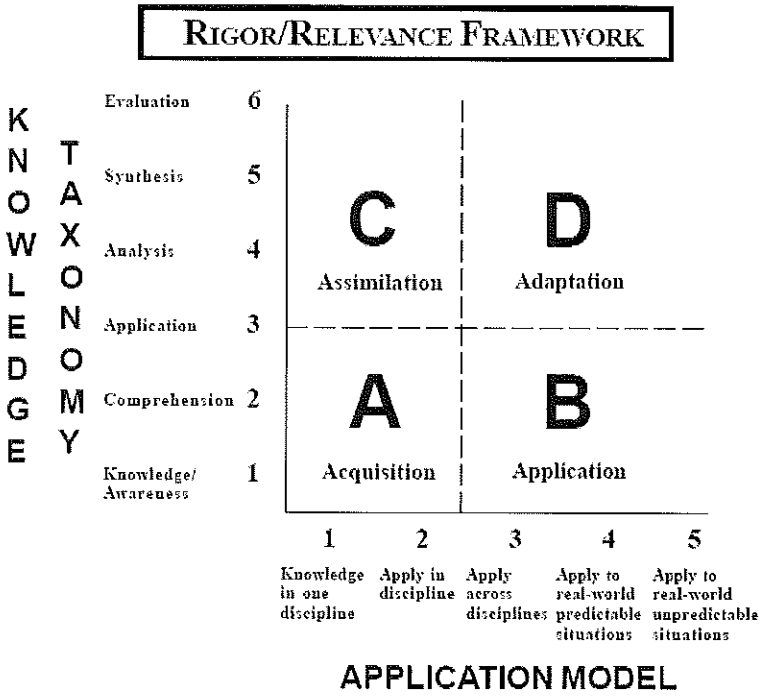
The low end of this continuum involves acquiring knowledge and being able to recall or locate that knowledge in a simple manner. Just as a computer completes a word search in a word processing program, a competent person at this level can scan through thousands of bits of information in the brain to locate that desired knowledge.

The high end of the Knowledge Taxonomy labels more complex ways in which individuals use knowledge. At this level, knowledge is fully integrated into one's mind, and individuals can do much more than locate information. They can take several pieces of knowledge and combine them in both logical and creative ways. Assimilation of knowledge is a good way to describe this high level of the thinking continuum. Assimilation is often referred to as a higher-order thinking skill: at this level, the student can solve multistep problems and create unique work and solutions.

The second continuum, known as the Application Model, is one of action. The five levels of this continuum
(1) knowledge in one discipline
(2) apply in discipline
(3) apply across disciplines
(4) apply to real-world predictable situations
(5) apply to real-world unpredictable situations –



describe putting knowledge to use. While the low end is knowledge acquired for its own sake, the high end signifies action — use of that knowledge to solve complex real-world problems and to create projects, designs, and other works for use in real-world situations



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Quadrant C represents more complex thinking but still knowledge for its own sake. Examples of quadrant A knowledge are knowing that the world is round and that Shakespeare wrote *Hamlet*.

Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of quadrant D knowledge.

Each of these four quadrants can also be labeled with a term that characterizes the learning or student performance.

Defining Rigor

A versatile way to define the level of rigor of curriculum objectives, instructional activities, or assessments is the Knowledge Taxonomy Verb List (see page 6). The Verb List can be used either to create a desired level of expected student performance or to evaluate the level of existing curriculum, instruction or assessment.

An example of student performance at various levels follows. Notice each statement starts with a verb that comes from the appropriate section of the Knowledge Taxonomy Verb List. The expected achievement level for teaching about nutrition can vary depending on the purpose of the instruction. If a teacher only wants students to acquire basic nutritional knowledge, a student performance set at level one of two is adequate. If the instruction is intended to have a more significant impact on nutritional habits then some of the objectives need to be similar to levels four through six.

Basic Nutrition

Level	Performance
Level 1 – Knowledge	Label foods by nutritional groups
Level 2 – Comprehension	Explain nutritional value of individual foods
Level 3 – Application	Make use of nutrition guidelines in planning meals
Level 4 – Analysis	Examine success in achieving nutrition goals
Level 5 – Synthesis	Develop personal nutrition goals
Level 6 – Evaluation	Appraise results of personal eating habits over time

Note that each of the levels requires students to think differently. Levels four through six require more complex thinking than levels one through three.

When creating lesson plans and student objectives, selecting the proper word from the Knowledge Taxonomy Verb List can help to describe the appropriate performance. Simply start with a verb from the desired level and finish the statement with a specific description of that skill or knowledge area.

The Verb List can also be used to evaluate existing lesson plans, assessments, and instructional experiences. Looking for verbs and identifying their level will give a good indication of the level of student performance in that instruction.

Appendix 5

Content Literacy Continuum (CLC)

The Strategic Learning Center is a non-profit organization dedicated to increasing literacy and improving achievement for adolescents. We provide professional development, programs, and tools to schools and districts to address the needs of all students.

Working in partnership with the University of Kansas Center for Research on Learning, we work with schools to create a school-wide, multi-tiered approach. This tiered support model, called the Content Literacy Continuum, provides an effective framework for addressing school's Response to Intervention (RTI) needs. The Strategic Learning Center serves as the implementation arm for the University of Kansas Center for Research on Learning and is the sole source provider for the Content Literacy Continuum initiatives. The Strategic Learning Center provides school districts nationwide with cutting edge, research proven practices that effectively support the development of literate, independent, and successful adolescent learners.

The program provides students access to critical content through the implementation of the Content Literacy Continuum (CLC). CLC is a framework for developing and planning for a comprehensive school-wide literacy model. The three levels included in the CLC Project are: Content Enhancement (Level 1), Embedded (school-wide) Strategies (Level 2), and Intensive Fusion Reading Instruction (Level 3). The program is a school-wide initiative to promote literacy growth, support critical thinking, and provide organizational strategies for both teachers and students. Professional development will be provided for all staff to ensure the CLC Project is implemented effectively and CLC Lead Teachers will provide coaching support to teachers.

Appendix 6

EDUCATIONAL OPTIONS

For more than ten years, Educational Options has helped thousands of students stay in school and become lifelong learners. Our mission is to create outstanding web-based educational products that support students and teachers inside and outside the traditional classroom.

Founded by educators, Educational Options set out to provide schools with more solutions to keep students engaged in the learning process. Today, our team of highly-qualified teachers and education professionals are proud to carry on this tradition. We are dedicated to helping students succeed.

What distinguishes Educational Options from other companies is our belief that the teacher is the single most important link in the learning process. Our goal is to support teachers with powerful tools to leverage their effectiveness and enhance their capabilities. We collaborate with teachers, not replace them.

Educational Options is accredited by the Northwest Association of Accredited Schools and certified by the Commission on International and Trans-Regional Accreditation.

Educational Options is also the parent company of Blue Ridge International Academy, an online school offering curriculum, certified teachers, and accredited diplomas to schools and students who need flexible learning options.

Blue Ridge International Academy is accredited by the Commission on International and Trans-Regional Accreditation, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement, and the Northwest Association of Accredited Schools. Blue Ridge's credits and diplomas are recognized by schools and colleges across the country and around the world.

Educational Options is also proud to be the first national recipient of the U.S. Chamber of Commerce Small Business of the Year award, recognizing our dedication to employees, customers, and community members.

Find out how Educational Options' Stars Suite and Blue Ridge International Academy schools grow their students' success. Visit our products page or feel free to contact us.

Appendix 7

ALTEC Professional Learning Support

Instructional Technology Coaching in a Technology Rich Classroom

Technology Integration

As defined by the National Forum on Education Statistics, technology integration is "the incorporation of technology resources and technology-based practices into the daily routines, work, and management of schools" (2005). Resources include network based communication systems, computers, software, and other equipment. Technology-based practices include Internet-based research, collaborative work, and communication strategies.

Technology is a powerful tool, but it is only a tool. Effective teaching practices must also be in place before technology can be utilized to its fullest potential. Through the power of technology, learning can happen anytime and anywhere. Technology can increase the versatility and value of learning and create an engaging learning environment for students. Schools already implementing technologies have learned that effective teaching practices and on-going, high quality professional development must be in place before technology can be utilized to its fullest potential. In order to continue building on the promise these technologies can bring to schools, it is essential to look at the results of these technologies when deeply integrated into classroom instruction. It is known that teachers move beyond surface integration of technologies when support and professional development focus on content, pedagogy, and the blend of technology into both domains (Wetzel, Zambo, Buss & Padgett, June, 2001).

Supporting Critical Teacher Behaviors. Technology integration programs should go beyond just providing equipment and access to technology in the classroom. Professional development is key to teachers' successful implementation. According to the National Staff Development Council, professional development occurs when teachers, principals and other educators update their knowledge and skills during their career (Sparks & Richardson, 1997). Staff development is essential because teacher learning and student learning are connected. Teachers, principals and other school employees need to be continuously learning in order for students to achieve high levels of learning and performance (Sparks & Richardson, 1997). Effective professional development programs lead to meaningful adult learning and enhanced student achievement.

Interactive technologies, such as videoconferencing, online learning, social networking, and instant messaging can support professional development and professional learning communities. Through interactive technologies, educators can learn and collaborate with peers, mentors, experts and community members. Benefits of interactive technologies for educators include building ongoing professional relationships, developing capacity in teaching 21st century skills, and reducing the time and expense of travel" (Maximizing the Impact, 2007, p. 13). Oftentimes, teachers will resist technology if they are not shown the value that a technology will bring to the classroom. This resistance might also be a fear of students knowing more than they do about a particular technology. In any approach to integrating technology into instruction, teachers need to be able to learn the technology gradually, and be given time

to learn it (O'Hanlon, 2009).

Instructional Coaching as a Model for Professional Development. Professional development using an instructional coaching approach better supports the integration of technology into math, reading, and science instruction, and allows for a richer and more successful use of technology in instruction (Becker, et al., 1999). Showers and Joyce (1982, 1996) are commonly attributed as the first researchers to seriously explore the promise of coaching, calling their model "peer coaching" (Ross, 1992). Several coaching models have evolved, such as peer coaching (Joyce & Showers, 2002; Allen & LeBlanc, 2005), prescriptive coaching (Neuman & Cunningham, 2009), differentiated coaching (Kise, 2006), content-focused coaching (West & Staub, 2003), and instructional coaching(Knight, 2004, 2005, & 2006).

The ALTEC professional development continuum has been structured within a coaching framework that provides instructional coaches with skills in using technology as well as addressing their view of student-centered learning and the value of technology as an instructional tool (Russell, Bebell, O'Dwyer, & O'Connor, 2003). To support this framework in the classrooms, the ALTEC Professional development continuum supports the instructional coach, using the partnership coaching model (Knight, 2007), to work in partnership with the classroom teacher to enhance teaching and learning by integrating the technology with the teachers' instructional strategies and choices.

Changes to Instructional Practices. Technology has the potential to be a powerful teaching and learning instrument when integrated appropriately. Research supports that student achievement can increase when practicing authentic inquiry and higher-order thinking and when technology is present in the teaching environment the benefits are enhanced (Edutopia, 2009). Of course, the act of integrating technology in isolation does not necessarily result in the acquisition of higher-order thinking skills or improved student achievement. These positive results depend on how the technology is used and the role the teacher plays in the classroom. Collaboration among students and between students and teachers is a key factor in the acquisition of higher order thinking skills (Brabec, Fisher & Pitler, 2004; Lemke & Coughlin, 1998; Wegerif, 2002).

The ALTEC professional development continuum supports a 2:1 Student to Computer ratio, teachers are expected to exercise cooperative group activities. Professional development opportunities offered at the state-level focus on helping teachers understand and integrate higher-levels of cognitive abilities through the use of technology in their classrooms.

Technology and Student Learning

Technology is producing a shift in the nature of learning and empowering students in a variety of ways. Low-cost global communication tools have lead to "mass collaboration in the social, economic, and political sectors" and has found its' way into classrooms (Lemke & Coughlin, 2009). Blogs and wikis provide an avenue for participatory and authentic learning for both teachers and students. Multimodal learning, supported by sophisticated media combining text and visuals, presents a new challenge environment. Technology can also be attributed to a rise in informal learning. A majority of learning opportunities now occur in informal settings, such as personal networks and communities of practice.

The National Educational Technology Standards for Students: The Next Generation states that students should know and be able to use technology for creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts (ISTE, 2007). This ensures their ability to learn effectively and live productively in an increasingly digital world. The integration of technology can be used to assist with teaching and learning by: "1) building conceptual understanding of core content, 2) addressing misconceptions, 3) fostering inquiry and investigation, 4) applying knowledge and skills to interdisciplinary challenges, 5) creating and transforming knowledge for meaningful purposes, 6) collaborating with others, 7) apprenticing with experts, 8) engaging and motivating students, and 9) differentiating instruction to meet individual needs" (Maximizing the Impact, 2007).

A meta-analysis conducted in 2003 reveals that combining teaching and learning with technology has a positive effect on student outcomes. The meta-analysis evaluated 42 studies involving 7,000 students. When compared to traditional instruction, technology integration resulted in positive effects for the cognitive and affective domains (Waxman, 2003). Research has also shown positive effects of high versus low technology integration on vocabulary, reading, and writing scores (Knezek & Christensen, 2002).

The effectiveness of technology depends largely upon the appropriate selection and implementation of the technology to meet desired teaching and learning goals. As stated by Schneiderman, "Education technology is neither inherently effective nor inherently ineffective; instead, its degree of effectiveness depends upon the congruence among the goals of instruction, characteristics of the learners, design of the software, and educator training and decision-making, among other factors" (2004). Effective implementation can be attributed to proper planning, teacher training, school leadership, technical support, hardware, network infrastructure and Internet access, pedagogy and instructional use, intensity of software use. The instructional use of technology must be a regular, integral part of the curriculum and not viewed as an add-on if it is going to have a potential positive effect on student achievement. (Deubel, 2001).

How does technology increase student engagement?

For students today, technology is ubiquitous. Multiple forms of technology are used to search the Internet, connect through social networking sites, listen to music, play video games and even text friends. Yet in classrooms, integrating technology into the traditional school curriculum has been a slow process. Technology can be a powerful resource to increase motivation, engagement and achievement (Park, Kahn, and Petrina, 2009).

Engagement, or rather disengagement, affects both teachers and students. Lack of student engagement has been attributed as a cause of teacher burnout (Hastings & Bham, 2003). In addition, students who are not personally invested in their education are more at-risk to drop out of high school (Bridgeland, Dilulio, & Morison, 2006). Student engagement thrives upon active and collaborative learning. In traditional classrooms, active and collaborative learning includes students asking questions in class, making class presentations, working with other students on projects, and discussing course concepts and readings with others (Kuh, et al., 2005).

Technology adds a new dimension to this to expand traditional activities and motivate students beyond

traditional circumstances. With a renewed interest in student engagement, conversations about education as a community of learners are starting to re-emerge. John Dewey, the educational philosopher, suggested in his book, Democracy in Education, that the development of such a community is essential to any successful educational experience (1916). The increased use of collaboration-centered technology in school seems to offer some support for this movement; however there has been little research about how these tools are impacting engagement and student learning.

21st Century Tools. Using technologies that students are familiar with and use in their personal lives creates an authentic learning environment. Some students feel like they have to "power down" their technology when they come into the classroom. In essence, they're powering down the very tools that provide them information and access outside the classroom. Students often voice concerns that they are being left behind in an age of technological innovation because their schools seem unable to keep up with the trends. Instead, classroom teachers should embrace these technologies as learning tools.

Authenticity. Students are engaged by doing real work. Having the opportunity to publish content for more than just the classroom teacher elevates the validity of the assignment. Students often feel that technology use inside the school is less creative and personally meaningful than their technology use outside of school. Technology can provide meaningful learning experiences for all children, especially those at risk of educational failure. Classroom teachers that capitalize on the relationship between technology and instruction can help students develop higher order skills and to function effectively in the world beyond the classroom. A technology-rich classroom emphasizing meaningful, authentic tasks may enhance success for students who previously have struggled with learning activities in traditional classrooms.

Differentiated Instruction. One of the biggest promises of technology for engagement is that it can be used to differentiate for individual learning needs and styles. Instead of students becoming bored because they're not being challenged, or frustrated because they don't understand the content, technology can help scaffold learning for each individual student. Visual, auditory and tactile elements of technology can take learning to a new dimension. The technology is motivating, and connects students to people and information outside of their classroom.

Feedback. Feedback has been shown to have a significant influence on student engagement and achievement (Hattie, 1992). To be effective, feedback should be timely. Delayed feedback diminishes its value for learning (Bangert-Drowns, Kulik, Kulik, & Morgan, 1991). Technology enables this timely feedback for students. Whether through student response systems (clickers as they're sometimes called), or an online game or simulation, students can get immediate feedback to enhance or correct their learning. This keeps the student from getting frustrated, or hitting a road block in their learning. Instead, the student is able to move forward with their learning.

Extrinsic motivation. External factors, such as the instructional use of technology, are often the source of motivation for students. Students who are not engaged by classroom assignments may be engaged by the use of technology. By providing structured scaffolding and clear product examples, teachers can ensure that student work on the computer addresses the instructional objectives of the assignment. It is not recommended that the technology be used as a reward for a student completing an assignment, just as an

alternative way to accomplish the assignment.

What supports do teachers need to effectively integrate technology?

In order for teachers to effectively integrate technology into their classrooms, teachers need to have 1) models of what technology integration looks like and 2) a support system for job-embedded professional development.

Often overlooked, the job-embedded instructional technology coach is essential to effective technology integration. As stated in the National Educational Technology Plan, "Another level of support required is a professional educator who can engage with educators on leveraging technology for improving their professional practice. Studies have found that educators are more likely to incorporate technology into their instruction when they have access to this kind of coaching and mentoring. (Strudler & Hearrington, 2009).

Coaching is being recognized as one alternative to traditionally ineffective training. In a recent review of more than 200 documents related to research on coaching, and the most obvious finding was that traditional professional development does not lead to teacher change (Cornett & Knight, 2008). Indeed, traditional one-shot workshops can be worse than useless because they foster feelings of frustration among teachers who realize they will never implement the ideas they are compelled to learn about on professional development days (Knight, 2008).

Elements of Quality Professional Development. In 2009, the National Staff

Development Council introduced new legislation for formal use in legislation such as the reauthorization of NCLB. The definition made it clear that professional development is not a one-time event occurring on an in-service day during a workshop, but rather effective professional development is "a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement." Effective professional development, it went on to clarify (a) occurs several times per week among teams, (b) is aligned with state student academic achievement standards, (c) is facilitated by well-prepared principals, and (d) is conducted among educators at the school and facilitated by mentors, master teachers, teacher leaders, or professional development coaches.

NSDC's definition makes it clear that meaningful change requires effective professional development. This is certainly true when it comes to technology integration in schools. Indeed, one of the most critical components of a successful technology implementation program is Professional Development. Just because a classroom is equipped to be "technology-rich," learning and teaching practices don't automatically change. Oftentimes teachers and administrators have not learned in this type of a technology rich environment, and have little to fall back on with regard to strategies and activities to use in their classrooms or, the necessary support for continuous reflection upon and incorporation of effective changes in instructional practice. Lawless and Pellegrino (2007) argue that introducing teachers to new technologies for teaching and learning can be an effective method for changing teaching practice. Instead of approaching

teachers with a need to change their teaching, teacher buy-in for instructional change is facilitated by the addition of technology to the classroom.

Instructional Coaching. Providing a multi-tiered support structure for technology integration using instructional coaches allows for formal and informal professional learning. The coach facilitates these learning opportunities through just-in-time, on-the-job training, in-class modeling and collaboration. In addition, the coach helps the teacher design rigorous, relevant and student-centered instructional activities that employ a variety of technologies all with the goal of helping all students enhance their learning.

Finding models of professional development that have the potential to improve the knowledge, skill and practice of teachers is essential. One such model is Instructional Coaching. The University of Kansas Center for Research on Learning found instructional coaching significantly increased the implementation rate of newly learned practices and the quality of instruction during a 2008 study. Skilled, on-site coaches provide consistent support to teachers as they work to improve practice based on collaboration, inquiry, and consultative feedback from the coach. This model represents sound, job-embedded professional development and has the potential to improve instructional practice, and ultimately student achievement. The coaches work to develop the capacity of schools to sustain and deepen teachers' ability to integrate instructional technology into classroom lessons in core academic areas, use data to make informed instructional choices, and promote instruction that is differentiated for students.

The instructional technology coach is not the "fix-it" person for technology, although they may know how to do some of these technology support tasks. They are also not just responsible for planning professional development days and technology workshops. The facilitators need to be in classrooms with teachers and students learning how teachers manage their classrooms, seeing what teachers are challenged with, where students find content hard to learn and looking for strategies to help them meet their challenges. In order for teachers to try new things, coaches need to build relationships where there is a high trust between themselves and teachers. In addition, a partnership between the building principal and the coach assures the roles and responsibilities will be clearly articulated and supported.

Changing Classroom Practice. Connecting professional development to classroom practice is a key paradigm, among others, for changing how teachers teach so that improved student achievement can be realized (Penuel, Fishman, Yamaguchi, & Gallagher, 2007). Too many professional development programs are often disconnected from classroom practice. Penuel, et al. (2007) argues that effective professional development programs are designed with "proximity to practice" in mind: the professional development is about "helping teachers to prepare for their classroom practice [which] yields results directly translatable to practice". Ensuring the connection of professional development to classroom practice has long been a challenge for those who provide professional development opportunities to teachers (Darling-Hammond &

McLaughlin, M.W., 1995). The challenge is heightened, Darling-Hammond and McLaughlin (1995) argue because, "The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before - and probably never experienced as students"

One method of connecting professional development to classroom practice and helping teachers actually implement new teaching strategies that has emerged over the past decade is the use of in-classroom coaching and mentoring by peers or by an expert educator. While many different coaching models exist, most are based on the supposition that the best learning takes place when the learner has the opportunity to discuss and reflect on what has been taught, to observe others model what has been taught, to practice what has been taught and to receive feedback from an expert (Lave & Wegner (1991). In the early 1980s researchers proposed that teachers could benefit from coaching activities built on these learning principles (Joyce & Showers, 1982). The results of early studies on in-classroom coaching (Baker and Showers, 1984) showed that "teachers who had a coaching relationship – that is, who shared aspects of teaching, planned together, and pooled their experiences – practiced new skills and strategies more frequently and applied them more appropriately than did their counterparts who worked alone". The coaching relationship thus appeared to provide a missing link in the broken chain of promising practices that were never truly implemented in classrooms. The effects of coaching began to provide evidence about the flawed logic in old assumptions that teachers could learn new teaching strategies in workshops, return to their classrooms, and easily implement what they had learned with their students. Instead of blaming teachers for lack of motivation and effort, educators began to see that the problems lay instead with the design of professional development (Joyce & Showers, 1996). In the years that have followed, the evolution of coaching has generated additional research studies including those that demonstrate the effectiveness of coaching in changing classroom practice and in improving student achievement at various grade levels and in multiple content areas (Dickinson, Darrow, & Tinubu, 2009; Koh & Neuman, 2009; Neuman & Cunningham, 2009; Sheridan, Edwards, Marvin, & Knoche, 2009; Marsh, Kerr, Ikemoto, Darilek, Suttorp, Zimmer, & Barney, 2005). More recent investigations into coaching have provided additional grounds for its effectiveness in translating concepts learned in professional development sessions or workshops to actual classroom practice. Desimone (2009) formulated the case that "active learning" is essential in the design and delivery of effective professional development. Active learning entails observing expert teachers provide instruction, being observed while teaching, engaging in interactive feedback or discussion, reviewing student work in a content area covered by the professional development, and leading discussions. A further ingredient necessary for effective professional development and coaching is "coherence," defined by Desimone (2009) as consistency between a teacher's beliefs and knowledge and the learning that takes place in professional development. Coaching contributes to coherence and effective professional development by giving teachers a chance to receive additional feedback, information and support that will help them reconcile the content of the professional development they have experienced with their beliefs and knowledge. The coach acts as a translator who helps structure the reflective experiences and provides assistance the teacher needs to work with the professional development content in practical everyday ways in the classroom.

Technology Integration. Professional development and coaching that helps teacher's integrate technology into their instruction is of particular interest as the "digital divide" continues to narrow and more teachers and students have access to technology. While providing and assuring equitable access will be a never-ending task, the development and maintenance of a teaching force that has the knowledge and skills to use technology effectively is a larger challenge. As the national focus on producing students who meet college- and career-ready standards expands, the digital divide could actually widen over time even with the

increased investment of technology in schools unless teachers are provided with the professional development and coaching support they need to use technology in support of student learning. Helping teachers adopt strategies that employ technology as a method of delivering standards-based instruction requires the use of a carefully designed professional development program. Sarama, Clements and Henry

(1998) cautioned that when teachers do not perceive that the expected uses of technology are closely aligned with the curriculum, they tend to use it less often. To counter this opinion, other researchers describe the importance of designing professional development that helps teachers understand how technologies can connect to curriculum and standards by providing a solid instructional approach (Penuel, 2006). Using coaching as an integral part of a well-designed professional development program could provide the needed connections between conceptual understandings of technology and its actual use in the classroom. If teachers have an opportunity to engage in reflective conversations around the use of technology to meet standards in their classrooms, observe others using technologies effectively, and receive feedback on their uses of technology through in classroom coaching it may contribute to their overall adoption of higher quality technology uses. Lawless and Pellegrino (2007) substantiate this argument by including coaching as a component in the professional development models they designed to introduce teachers to new technologies. One reason ongoing professional development and coaching is critical when designing programs to help teachers learn technology-infused strategies, according to Lawless and Pellegrino, is the ever-evolving nature of technology itself. Teachers become at ease with one technology only to find that a whole new set of technologies emerge seemingly overnight. Ensuring that professional development and coaching is of an adequate duration to build the levels of trust implicit in a coaching relationship as well as the long-term learning is important. Davidson, Field, & Yang (2009) studied a professional development program that included coaching and also yielded significant student outcomes. The program involved a minimum of 21 hours of professional development plus three coaching visits. The professional development program in the study completed by Davidson et. al. did not employ the integration of technology; therefore, it is likely that programs to teach uses of technology and the effective integration of technology in support of standards-based instruction may require an even more sustained duration of professional development and coaching. Professional development and coaching that will enable teachers to use technology effectively must build on what is already known about how adults learn and include elements that have been identified as "best practice" in the literature.

The ALTEC Program implementation is based on the most recent work of Knight (2007) who supports a *partnership coaching* model. The instructional technology coach works in partnership with the classroom teacher to enhance teaching and learning by integrating the technology with the teachers' instructional strategies and choices. A meta-analysis conducted in 2003 reveals that combining teaching and learning with technology has a positive effect on student outcomes. The meta-analysis evaluated 42 studies involving 7,000 students. When compared to traditional instruction, technology integration resulted in positive effects for the cognitive and affective domains (Waxman, 2003). Research has also shown positive effects of high versus low technology integration on vocabulary, reading, and writing scores (Knezek & Christensen, 2002).

Coaches stand at the heart of well-organized professional learning. They can facilitate technology-rich discussion in professional learning communities, offer workshops, and most importantly provide

professional support utilizing the components of coaching to facilitate the translation of research into practice. While research about the impact of coaching on student outcomes particularly in terms of improving student academic achievement is scarce and often comes with limitations, it is clear that coaching has the promise to play a significant role in helping teachers transform their teaching practices and thus improve student learning. As more and more research-based teaching practices are validated, vehicles such as coaching will continue to play an increasing role in bringing those practices to the classroom in ways that preserve the fidelity of the practices to ensure desired learning results for students.

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"Other Costs" Budget Narrative

Professional Development for Instructional Technology Coaches $46,000

Advanced Learning Technologies (ALTEC) at the University of Kansas will provide professional development for the district instructional coaches. This will include two on site three day conferences for the instructional coaches, weekly meetings of smaller cohort groups of five to six coaches via ichat to discuss coaching process, review class videos, engage in a book study, and discuss integration of technology. A professional collaborative web site will be provided for coaches with sample lessons, resources, and real-time dialogue.

The professional learning will be embedded and ongoing for the facilitator, and, by extension, the teachers they support. Content will focus on providing the instructional technology coach with the knowledge and skills to support teachers' implementation of project and problem based cooperative learning, particularly in math and reading, with the intent of moving instruction towards engaging students in higher order thinking skills. In addition the coaches will be provided with support on how to be an instructional coach, how to support the teachers' content and pedagogy knowledge and their inclusion of technology in instruction. Strategies for the integration of technology will include classroom hardware and software as well as free resources available on the Internet.

The conferences will be held prior to the beginning of school and during the second semester. Weekly meetings will begin after the initial conferences and extend through the last week of school.

Instructional Technology Coach Supplies

It is anticipated that 15 to 18 district instructional coaches will participate in the professional learning and technology integration coaching process. During the period of the grant one coach will be assigned to support four teachers. The district will make the assignment of coaches to teachers with recommendations from ALTEC regarding content/grade/experience grouping. In order to support teachers, locate or develop resources, and engage in cohort groups, the coaches require a laptop with software as well as a flip camera. The purpose of the flip camera is to tape classroom activities for reflective feedback with teachers. The videos will not be evaluative and will remain the property of the teacher.

Teacher Supplies

Funds are requested for an instructional computer for each teacher with software.

Classroom Supplies

Each classroom will be equipped with a secure laptop cart, wireless hub, and classroom computers. Over the duration of the grant the student to computer ratio will progress from a 3:1 to a 1:1 ratio. In addition, during year one, classrooms will be equipped with an interwrite system to provide engaging display and allow student participation, a digital cameras for differentiated instruction and multimedia work, and

Microsoft license for student work. In addition students will become familiar with and utilize all the free Google resources to support collaboration and visualization and the use of pod casts, safe and reliable internet searching, The USB drives will be used to store individual student work.